

# Instructional Technology Grant Programs

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## *Consolidated Manual*

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Instructional Technology Section  
Missouri Department of Elementary and Secondary Education  
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# INSTRUCTIONAL TECHNOLOGY PROGRAMS CONSOLIDATED MANUAL

## INTRODUCTION

In July 1999, the Department of Elementary and Secondary Education's (DESE) Instructional Technology (IT) section was reorganized to better serve schools in planning, implementing, and evaluating technology integration efforts that result in improved instructional practices and student academic achievement. The section is charged with overseeing state and federal education technology grant programs and related initiatives. Note that the number and variety of programs and initiatives typically vary from year to year, as a result of legislation that might create a new program or affect the funding status of existing programs. This manual is an attempt to describe all the programs that might be in place in any one year. The inclusion of any program in the manual does not guarantee that program is currently funded. Readers are directed to the funding notes dispersed throughout the manual and should contact the Instructional Technology section if there are any questions. The section can be reached by telephone at 573-751-8247 or by email at [instrtech@dese.mo.gov](mailto:instrtech@dese.mo.gov). Note also that periodic updates can be found on the IT website at <http://dese.mo.gov/divimprove/instrtech> and via the monthly online newsletter, Newsline.

## OVERVIEW

As noted above, the IT section manages state and federal technology grant programs and is involved in statewide technology planning and evaluation to determine policy and develop programs and procedures to help schools implement comprehensive school improvement plans (CSIP), which result in improved teaching and learning. Staff members help schools plan, implement, and evaluate technology plans, provide grant writing and technology funding assistance, and help coordinate and participate in a variety of related activities.

IT administers both entitlement and competitive technology grant programs. The entitlement grant programs include the state-funded Video Instructional Development and Educational Opportunity (VIDEO) and Technology Acquisition and Enhancement (TAG) grants, and the federal-funded Enhancing Education through Technology, (Title IID) grant. The discretionary programs include the state-funded Competitive Technology (CT) and Interactive Distance Learning (IDL) grants, and the federal-funded Enhancing Education through Technology (Title IID eMINTS) grant.

The Department supports contracts with others to administer additional technology programs. IT staff collaborates with the Missouri Education and Research Network (MOREnet) in administering the Technology Network Program (TNP), the enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program, the annual fall education technology conference, and in helping schools participate in and benefit from the Universal Service Fund's Education Discount (e-rate) Program.

IT staff also collaborates with a variety of other agencies, organizations, and sections, and participates in a variety of other programs that help promote the effective use of education technologies. Most of these programs and resource links focus on professional development and the creation and use of online resources. Visit the IT web site, <http://www.dese.mo.gov/divimprove/instrtech/index.html>, for additional information

## State Education Technology Goals

The Missouri Education Technology Strategic Plan provides Missouri policy makers and school districts a blueprint that guides and facilitates future state and local technology planning, funding, implementation, and evaluation. The 2002-2006 Plan builds on the progress of the 1997-2002 plan. While it continues to promote technology access, use, professional development, and partnerships, the 2002-2006 plan addresses technology and digital-age literacy, problem solving, creativity, effective communication, and high productivity skills essential for Missouri citizens in a

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rapidly changing global economy. The plan can be viewed at <http://dese.mo.gov/divimprove/instrtech/techplan/02-06statetechplan.pdf>

The five major goals of the plan are:

1. Student learning (academic achievement and performance) will be improved through the use of education technologies.
2. Teacher preparation and delivery of instruction (performance) will be improved through the use of education technologies.
3. The teaching and learning process will be enhanced through the use of technology for administration, management, and communications.
4. All school administrators, teachers, staff, and students will have equitable access to education technologies that promote student performance and academic achievement.
5. All school administrators, teachers, staff, and students will have adequate technical support.

### **State Approval of District Technology Plans**

To be eligible for state and federal technology grants, districts must develop long-range technology plans that support the district comprehensive school improvement plan (CSIP) and are approved by the local school board and the Department. State approval is also necessary for district participation in the Universal Service Fund for e-rate discounts.

Each spring, a panel of educators is convened to evaluate district technology plans. District technology plans are reviewed using scoring criteria posted on the website. State approval is based on a three-year cycle. To check the status of your district technology plan submission and approval information, visit

<http://dese.mo.gov/divimprove/instrtech/techplan/districtstateplanstatus.htm>

Those interested in helping evaluate plans should contact IT at [instrtech@dese.mo.gov](mailto:instrtech@dese.mo.gov)

## INTRODUCTION

The IT section of the Department of Elementary and Secondary Education provides technology grants to Missouri public school districts. Funding supports districts through entitlement and competitive grants. The funding sources are:

- Senate Bill 944 (2000) funds the Video Instructional Development and Educational Opportunity Program;
- Senate Bill 380 (1993), known as The Outstanding Schools Act, funds the Technology Acquisition and Enhancement, Competitive Technology, and Interactive Distance Learning Programs, and
- No Child Left Behind Act (2001), Federal Title IID, funds the Enhancing Education through Technology (Ed Tech) Program.

Annually, the General Assembly develops a budget that establishes the amount of funding in each program. Because of fiscal uncertainties, amounts in these programs may fluctuate.

### Entitlement Grant Programs

- Video Instructional Development and Educational Opportunity (VIDEO)  
**Note:** *Not funded for FY03, FY04*
- Technology Acquisition and Enhancement (TAG)
- Title IID Formula

### Competitive Grant Programs

- Competitive Technology (CT) **Note:** *Not funded for FY03, FY04*
- Interactive Distance Learning (IDL) **Note:** *Not funded for FY04*
- Title IID eMINTS

All grants must address one or more of the **Missouri Education Technology Goals (2002)**  
<http://www.dese.mo.gov/divimprove/instrtech/techplan/02-06statetechplan.pdf>

### Video Instructional Development and Educational Opportunity

The Video Instructional Development and Educational Opportunity (VIDEO) Program, defined in sections 170.250 and 170.252, RSMO, was enacted by the General Assembly in 1988 by SB709, and extended by SB485 in 1992, SB450 in 1994, SB781 in 1998, and SB944 in 2000. This legislation encourages all educational institutions to supplement educational opportunities through telecommunication including instructional television, satellite broadcast instruction, video conferencing, and broadcast journalism instruction. Administration of the program was assigned to the State Board of Education. It provides grants that bring live or stored instruction to public school districts (LEAs), state supported institutions of higher education (IHEs), and public television stations (PTs). The Program provides funds of \$2,000 per LEA/IHE and a per-pupil allowance. A 10% district match is required. The automated application is open for submissions April 15 through September 15. **Note:** *The VIDEO program is not funded for FY03, FY04.*

### Instructional Technology Grant Programs

The Outstanding Schools Act (1993) established a program of grants for public school districts to improve instruction through the use of education technologies. Administration of the program was assigned to the State Board of Education, which receives advice and counsel from the state technology advisory committee. It supports the cooperative efforts of local boards of education, administrators, teachers, parents, and community leaders to assure successful implementation of the local district's technology and school improvement plans. Districts must develop a long-range technology plan that is updated and board and state approved every three years. Funds are divided into three programs, TAG, CT, and IDL. **Note:** *The CT and IDL programs are not funded for FY03, FY04.*

### **Technology Acquisition and Enhancement Program (TAG)**

Districts are eligible to receive a TAG for the purchase of technology and related professional development. An amount equal to 20% of state funds is required to be spent on technology professional development. The application is automated and the submission window is April 15 through September 15.

- The **Acquisition Grant** allocates \$2,000 per district plus a per-pupil allowance. The per-pupil allowance is based on a formula established by the State Board of Education. A 100% district match is required.
- The **Enhancement Grant** allocates two-times the Acquisition Grant amount. A 20% district match is required.

**Note:** TAG program reimbursed at 78% of the usual amount in FY03, not funded FY04..

### **Competitive Technology Program (CT)**

The CT program provides funds for public school districts to promote the use of technology to improve teaching and learning in grades K-9. Projects are expected to demonstrate a clearly defined instructional focus by integrating technology into the curriculum. Districts may request up to \$50,000 in state funds. The competition is divided into four quadrants. The required district match is 10%, 20%, or 30% of the state request, not a percentage of the grant total. Match rates can be found online at [www.dese.mo.gov/divimprove/instrtech](http://www.dese.mo.gov/divimprove/instrtech) with competitive grant information. An amount equal to 20% of state funds is required to be spent on technology professional development. **Note:** The CT program is not funded for FY03, FY04.

### **Interactive Distance Learning Program (IDL)**

The IDL program provides funds for public school districts to develop or join an existing consortium that provides two-way instruction for teachers and students not in physical proximity to one another. The program improves curriculum offerings for high school students unable to access coursework locally. The IDL Program encourages exemplary and innovative projects designed to provide and improve instruction as part of a long-term plan to integrate technology into the curriculum. IDL projects must be compatible with Missouri's statewide interactive backbone (MOREnet 3). The competition is statewide. The required district match is 10%, 20%, or 30% of the state request, not a percentage of the grant total. Match rates can be found online at: [www.dese.mo.gov/divimprove/instrtech](http://www.dese.mo.gov/divimprove/instrtech) with competitive grant information. An amount equal to 20% of state funds is required to be spent on IDL professional development.

There are two types of IDL grants available.

- **Implementation Grant:** a one-time, two-year competitive grant to develop new IDL sites or consortia or to join an existing consortium. Implementation grants may request up to \$30,000 per district the first year and up to \$12,000 the second year, if adequate progress is shown;
- **Upgrade Grant:** a one-time competitive grant to upgrade existing sites or consortia to be compatible with the statewide backbone. Upgrade Grants may request up to \$12,000 per district.
- **Note:** Second-year grants only, no new applications funded for FY03, FY04.

### **Title IID Enhancing Education through Technology Program (Ed Tech Program)**

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (P.L. 107-110). The legislation, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), establishes the Enhancing Education Through Technology (Ed Tech) Program. This consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

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The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. It is designed to ensure that every student is technology literate by the end of the 8<sup>th</sup> grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title IID Ed Tech Program provides one formula grant and one competitive grant.

### **Formula Grant Program**

Districts are eligible to receive a Title IID formula grant to:

- implement and support effective uses of technology to improve student academic achievement;
- increase access to technology through the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective technology infrastructure;
- enhance ongoing professional development of teachers, principals, and administrators and their access to training, and updated research in teaching and learning through electronic means, and
- support local efforts to use technology in promoting parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

Districts receive allocations based on US Census poverty data. Districts are required to spend 25% of the grant funds on technology professional development. No match is required. See the Federal Grants Management website <http://www.dese.mo.gov/divimprove/fedprog/> for the application.

### **eMINTS Grant Program (competitive)**

The federal No Child Left Behind program requires competitive grants to fund projects that include scientifically-based instructional methods that result in high academic achievement, as well as targeting “high-need” local educational agencies. A high-need LEA:

- is among districts in the state with the highest numbers or percentages of children from families with incomes below the poverty line, and
- serves one or more schools identified for improvement or corrective action under ESEA - OR- has a substantial need for assistance in acquiring and using technology.

The competitive Title IID funds are used to expand the eMINTS program into new districts across the state. The eMINTS program provides professional development and support for teachers as they learn to integrate technology into their teaching to deliver their district’s curriculum. Teachers are asked to reconstruct the way they teach so their practices become increasingly inquiry-based and centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways. For more information visit <http://emints.more.net/communities/teachers.shtml>. After three years of programming in a variety of districts throughout the state, the eMINTS program has shown to be effective in assisting students improve their performance. A 2001 statewide evaluation of Missouri Assessment Program (MAP) results determined that eMINTS has a positive impact on student achievement. The evaluation compared the performance of eMINTS students with like students in the same districts and with overall statewide averages.

Eligible districts may apply for two-year grants, requesting up to \$100,000 in year one. The competition is statewide. At least 25% of the grant funds is required to be spent on technology professional development. The application deadline is March 31. For more information about eMINTS, see <http://emints.more.net/>

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## **OTHER PROGRAMS**

### **Technology Network Program (TNP)**

Annually, the Department contracts with MOREnet to connect public school districts to the Internet. With the Department subsidizing the backbone, the TNP provides districts with high-speed connectivity (T1 or higher), software, access to online databases, training, reference desk support, research and development, and consulting at reasonable costs. Districts are assessed user fees, which are based on the number of FTE teachers and faculty. Visit <http://www.more.net/programs/k12tnp/index.html> for program and application information.

### **e-rate Program**

The Department contracts with MOREnet to provide assistance to all entities eligible to apply for e-rate discounts. MOREnet files an annual statewide e-rate application for Internet connectivity costs of participating school districts and public libraries. The discounts are used to keep the backbone robust, increase bandwidth capacity, reduce or maintain user fees, and support management of the eMINTS Program. Visit <http://www.more.net/services/e-rate/> for more information about e-rate in Missouri school districts.

### **enhancing Missouri's Instructional Networked Teaching Strategies Program (eMINTS)**

Originally funded as a result of e-rate savings on the backbone costs, eMINTS is a statewide program that provides professional development and support for teachers as they learn to integrate technology into their teaching as they deliver their district's curriculum. Teachers are asked to reconstruct the way they teach so their practices become increasingly inquiry-based and centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways. Grants are available to new districts via the Title IID competitive program. See Title IID eMINTS for application information.

### **Census of Technology (COT)**

Each April, the Department conducts a COT for budget planning, grant allocations, research, reports to the Missouri General Assembly and U.S. Department of Education, and long-range planning. The COT has been administered since 1997 and has been revised to better assess Missouri's continuing investment in K-12 education technologies and to help guide future efforts. It provides important data to share with state and national decision-makers, to increase public awareness, and to advance public policy and support for education technology. It provides school districts with data to help identify needs and develop strategies to facilitate school improvement processes.

In 2001, the COT was incorporated into the April cycle of the Department's online core data collection system. The COT has two parts:

- a district census, and
- a building census.

Information is to be compiled based on the status as of March 1. The District Census assesses the levels of planning and training for the district as a whole and concentrates on hardware, software, and levels of Internet connectivity for the administrative buildings and offices. The Building Census assesses planning and training needs for individual school buildings and focuses on hardware and levels of Internet connectivity in computer labs, libraries, and classrooms. All district administrative offices and K-12 attendance centers must complete the COT. Exempted buildings include preschools and juvenile centers. For more information about the COT, see <http://www.dese.mo.gov/divimprove/instrtech/statefunded/census/index.htm> . For COT application pages, see <https://k12apps.dese.mo.gov/webapps/logon.asp>

### **District Technology Plan**

Districts have long been required to have technology plans for participation in the TAG grant and e-rate programs. State approval is good for up to three years. Note that districts must have new/updated plans that address the goals set forth under the No Child Left Behind Act by June 30, 2003. IT has established a web site of technology planning resources and uses one set of guidelines to evaluate and score technology plans.

A major review of district technology plans is scheduled for each April. Districts are urged to visit <http://dese.mo.gov/divimprove/instrtech/techplan/techplan.htm> to review the new state plan, investigate the District Technology Planning resources, and become familiar with the new scoring guide to determine where your plan needs revision. After revising the local plan and receiving local school board approval, complete the District Technology Plan Review/Approval form, and mail the plan and form to IT by March 31.

### **COMPETITIVE GRANT EVALUATION PROCESS**

Five readers evaluate each competitive grant according to the criteria set forth by each program. The high score and the low score are eliminated. The middle three scores are used to rank order the application. Grants are funded depending on the amount of money allocated to the specific program. Those interested in being a reader may contact <mailto:instrtech@dese.mo.gov>

### **OVERALL GRANT CRITERIA**

The five readers evaluate each grant application according to program specific criteria. In addition, readers for CT and IDL applications use the following criteria to evaluate the overall project:

- the project will likely result in meaningful and lasting instructional improvement, and
- the project's instructional focus expands or enhances current uses of technology at the grade levels designated by the grant program.

### **ADDITIONAL POINTS**

Each competitive program awards additional points (determined by the Department) according to the following criteria:

#### **Competitive Technology**

- The project results in a viable plan to promote the use of technology in grades K-9 to improve teaching and learning by integrating technology into the curriculum. (5 points)
- Past participation in the grant program. (up to 10 points)

CT Bonus Point Table

Grants Funded	Points
0	10
1	9
2	8
3	7
4	6
etc.	etc.

#### **Interactive Distance Learning**

- The project results in a viable distance-learning network that is compatible with the statewide backbone. (5 points)
- The project indicates the management and technical experience of the project team. (5 points)

- The project extends beyond the K-12 environment to include higher education. (5 points)

### PROGRAMS AT-A-GLANCE 2003-2004

This chart is a quick reference. Applicants and implementers are strongly encouraged to read the complete guidelines for each program. \* **To access the web applications, visit.**

<http://k12apps.dese.mo.gov/webapps/logon.asp>

	Title II D Formula	Title II eMINTS	TAG NOT FUNDED	IDL NOT FUNDED
<b>SUBMISSION PROCESS</b>	Online <b>Financial:</b> with Federal Consolidated Application, <b>Programmatic:</b> with TAG Application	Paper (original plus two copies)	Online	Paper (original plus one copy)
<b>WORKSHOP SCHEDULE</b>	April-May	April-May	April-May	April-May
<b>FUNDING SOURCE</b>	Federal	Federal	State	State
<b>PROGRAM TYPE</b>	Entitlement	Competitive	Entitlement	Competitive
<b>GRANT TYPE</b>		Two Year eMINTS	<b>A:</b> Acquisition <b>E:</b> Enhancement	<b>I:</b> Implementation <b>U:</b> Upgrade
<b>FUNDING PERIOD</b>	Annual	2 years	Annual	2 years
<b>FUNDING AMOUNTS</b>	Formula based on US Census Poverty data. Check with Federal Grants Management.	<b>Year 1:</b> Up to \$100,000 <b>Year 2:</b> Up to \$50,000	<b>A:</b> \$2,000 per district and \$3 per student <b>E:</b> \$4,000 per district and \$6 per student	<b>Year 1:</b> Up to \$30,000 <b>Year 2:</b> Up to \$12,000
<b>MATCH REQUIREMENT</b>	No Match	No Match	<b>A:</b> 100% <b>E:</b> 20%	Variable 10, 20, 30%
<b>PROF DEV REQUIREMENT</b>	Activities: yes Funding: 25% <b>OF</b> funds	Activities: yes Funding: 25% <b>OF</b> funds	Activities: yes Funding: 20%	Activities: yes Funding: Amount <b>EQUAL TO</b> 20% of funds
<b>APPLICATION DUE DATE</b>	May 15 - September 15	Upon approval. No earlier than July 1	May 15 - September 15	Upon approval. No earlier than July 1
<b>START DATE</b>	Upon approval No earlier than July 1	Upon approval no earlier than July 1	Upon approval no earlier than July 1	Upon approval no earlier than July 1
<b>NUMBER OF PAYMENTS</b>	Approval - 40% October - 20% January - 20% FER – Balance	September- 75% FER- Balance	Approval - 40% October - 20% January - 20% FER – Balance	Approval - 40% October - 20% January - 20% FER – Balance
<b>REVENUE CODE</b>	5466	5466	5364	5364
<b>CUT-OFF DATE FOR OBLIGATION OF MATERIALS SUPPLIES CAP OUTLAY</b>	March 31	March 31	March 31	March 31
<b>CUT-OFF DATE FOR OBLIGATION OF SALARIES BENEFITS PUR SERVICE</b>	May 1	May 1	May 1	May 1
<b>END OF PROJECT DATE</b>	June 30	June 30	June 30	June 30
<b>FER DUE DATE</b>	Window closes May 15	Window closes May 15	Window closes May 15	Received in IT Office May 15

Instructional Technology (573) 751-8247 <http://www.dese.mo.gov/divimprove/instrtech>

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**VIDEO INSTRUCTIONAL DEVELOPMENT  
AND EDUCATIONAL OPPORTUNITY PROGRAM  
Not Funded for FY03, FY04**

**PROGRAM FUNDING**

The General Assembly makes an annual appropriation for the VIDEO Program. The level of funding for VIDEO depends on the appropriation. Annually the Department advises districts of their appropriation. **Note:** *Not funded for FY03, FY04.*

**DISTRIBUTION OF STATE FUNDS**

Districts are eligible for \$2,000 plus a per-pupil allowance. The per-pupil allowance is based on a formula established by the State Board of Education.

**DISTRICT MATCH**

The required district match is 10%.

**ELIGIBLE APPLICANTS**

All Missouri public school districts and state-supported institutions of higher education (IHE) are eligible to apply for funds.

**APPLICATION** **Note:** *Not funded for FY03, FY04.*

**Application Requirements**

Funds from the VIDEO Program must be used to integrate live or taped instruction into the curriculum.

The TAG/VIDEO application is automated. The application window is April 15 to September 15. **Only automated applications are accepted.** To access the TAG/VIDEO Automated Application, visit <https://k12apps.dese.mo.gov/webapps/logon.asp>

**Application Access and Logon**

District personnel must have user IDs and passwords from the Department before they may access the web application. User IDs and passwords must be assigned access to TAG/VIDEO. Other program user IDs and passwords **will not** automatically work for TAG/VIDEO. Individuals must apply for **program specific access** through the district Security Administrator. Two people in each district are designated (by the Superintendent) as Security Administrators. They have the authority to add, modify, and/or remove people from security. For information on security issues and procedures visit <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm> or send questions via e-mail to [webreplyafsit@dese.mo.gov](mailto:webreplyafsit@dese.mo.gov)

Districts may have one or two staff members designated for **data entry**. Responsibilities include:

- viewing the application;
- entering information on the application, and
- updating the application.

Districts must have one administrator designated as the **authorized representative**. The authorized representative may view, enter, and update information. The authorized representative **must:**

- view and agree to the assurances, and
- submit the application for Department approval.

## Application Directions

Mock application pages are available online at

[www.dese.mo.gov/divimprove/instrtech/manuals/mockvideo.htm](http://www.dese.mo.gov/divimprove/instrtech/manuals/mockvideo.htm)

There are five sections that **must** be completed.

### 1. Application

- identify a district contact person
- rank the Show-Me Standards Knowledge Areas and Performance Areas addressed
- rank the State Education Technology Goals addressed

### 2. Overview

- provide a clear, concise summary of the district's/IHE's plans to implement project funds including how activities will further the district's Comprehensive School Improvement Plan (CSIP) and Technology Plans
- indicate major activities planned for the project (check all activities that apply)
- describe how the district/IHE will evaluate project effectiveness and the impact on district/IHE improvement and Technology Plans

### 3. Activities

- describe 1-3 professional development activities (at least one activity is required).

### 4. Budget Explanation (see allowable/unallowable costs by expense code below)

- itemize and describe planned expenditures

### 5. Budget Grid

- complete the budget grid

## BUDGET EXPLANATION

### Allowable Costs by Expense Code

The lists below are not all-inclusive but examples of allowable costs. The district/IHE match may be used to purchase any allowable item.

**Salaries (6100)** Salaries must be used to pay any individual on the payroll in the district.

The following are examples of allowable Salary expenditures:

- existing staff may receive salaries/stipends for out-of-contract time (e.g., training, curriculum writing, etc.) at district-established rates. Indicate number of hours X number of teachers X dollars per hour, and
- substitute teachers may be hired, at district-established rates, to replace teachers receiving technology training.

**Benefits (6200)** Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement.

**Purchased Services (6300)** Purchased Services result when work for a district or building is done by an individual not on the district's payroll, or a service is purchased from a source outside the district.

The following are examples of allowable Purchased Services expenditures:

- consultants for installation of hardware, software, and on-site technology training, including travel and related expenses;
- contracted technology-related maintenance performed by an individual not employed by the district;
- video related workshops, conferences, or in-services including travel, registration, and related expenses;
- subscriptions, including PBS, distance learning, etc. Subscription providers must be itemized;

- equipment rental or leases;
- course fees for specific video-delivered courses, and
- subscription fees for live broadcast instruction.

**Materials and Supplies (6400)** Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit are considered materials and supplies.

The following are examples of allowable Materials and Supplies expenditures:

- instructional materials for TEAMS and other stand-alone courses;
- camcorders;
- computer software (regardless of unit cost);
- DVD playback equipment;
- commercially-prepared or blank videotapes and videodiscs (regardless of unit cost);
- digital cameras;
- video recording or playback equipment;
- satellite and signal enhancing equipment;
- carts, and
- video editing equipment and software.

**Capital Outlay (6500)** Items that are electrical/mechanical in nature, have a useful life of at least one year, or cost \$1000 or more per unit are considered capital outlay. The deciding factor is the unit cost.

The following are examples of allowable Capital Outlay expenditures:

- video reception equipment and installation (satellite dishes, antennas, and cable equipment connections);
- signal enhancing equipment and installation;
- video conferencing equipment;
- video editing equipment;
- video display equipment, and
- digital camcorders.

### **Unallowable Costs**

Grant or matching funds may not:

- construct, remodel, or prepare the site;
- pay administrative and indirect costs;
- pay fees for college credit, or
- supplant existing positions or programs.

### Budget Explanation Example

Itemize expenditures for Salaries (6100), Benefits (6200), Purchased Services (6300), Materials and Supplies (6400), and Capital Outlay (6500) for State and District funds. Enter data in the white cells. The gray cells are calculated automatically after clicking the Save button.

	State	District Match	Total
<b>6100 SALARIES (<i>Obligated by May 1</i>)</b>			
30 teachers X 2 hrs X \$12.50 per hour for in-service training on uses of video in the classroom (30 X 2 X \$12.50)	\$500	\$250	\$750
<b>Salaries Total</b>	<b>\$500</b>	<b>\$250</b>	<b>\$750</b>
<b>6200 BENEFITS (<i>Obligated by May 1</i>)</b>			
12% of \$750 (FICA and PSRS)	\$90		\$90
<b>Benefits Total</b>	<b>\$90</b>		<b>\$90</b>
<b>6300 PURCHASED SERVICES (<i>Obligated by May 1</i>)</b>			
Yearly maintenance on 25 VCR/TV combos at \$10 per combo (25 X \$ 10)	\$250		\$250
Subscription fee for 350 students to DEFG PBS station @ \$.75 per student (350 X \$.75)	263		263
<b>Purchased Services Total</b>	<b>\$513</b>		<b>\$513</b>
<b>6400 MATERIALS AND SUPPLIES (<i>Obligated by March 31</i>)</b>			
50 blank tapes @ \$2.50 (50 X \$2.50)	\$125		\$125
<b>Materials And Supplies Total</b>	<b>\$125</b>		<b>\$125</b>
<b>6500 CAPITAL OUTLAY (<i>Obligated by March 31</i>)</b>			
1 digital satellite receiver model HRN 403a @ \$1,272 (1 X \$1272)	\$1,272		\$1,272
<b>Capital Outlay Total</b>	<b>\$1,272</b>		<b>\$1,272</b>
<b>Project Total</b>			<b>\$2,750</b>
<b>District Match Total</b>		<b>\$250</b>	
<b>State Request Total</b>	<b>\$2,500</b>		

### BUDGET GRID

- The numbers in the rows labeled Match and Explanation are transferred from the Budget Explanation. These numbers are transferred for your convenience. Moving between the Budget Explanation and the Budget Grid will result in **all** the numbers in the Budget Grid **reverting to zeros**.
- Enter data in the white cells (columns labeled 6100-6500 and Match).
- All figures should be rounded to the nearest dollar.
- The gray cells are calculated automatically after the Calculate Totals button is clicked. This does **not save** the information.
- Scroll until the Save button is displayed. Click the Save button.
- A red arrow at the top of the screen indicates incorrect information has been entered. Scroll to the bottom of the screen to view error messages. The information has **not** been saved if there are errors. **Remember:** The Budget Explanation and the Budget Grid **must** match. If errors are received, check the accuracy of both sections of the budget.

**This completes the VIDEO portion of the TAG/VIDEO application.** Districts cannot submit the TAG/VIDEO combined application unless both program applications are completed. Districts should proceed to the TAG application if it has not been completed. When both TAG and VIDEO have been completed, the **authorized representative** must agree to the assurances **and** submit the combined application. Submit the completed application(s) by having the authorized representative click the Submit button.

## **AMENDMENTS**

Amendments to the approved budget are allowed. **No more than four amendments to the approved TAG/VIDEO application are allowed per year.** Budget changes may be necessary due to price changes, product changes, or an unexpected opportunity. Amendments to the approved budget may be made in two ways.

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

## **Amendment Procedures**

Data entry staff and the authorized representative have access to the amendment portion of the automated application. <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm>  
Or send questions via email to [webreplyafsit@dese.mo.gov](mailto:webreplyafsit@dese.mo.gov)

To create an amendment, select the Budget Amendment button from the TAG/VIDEO Budget Selection screen. This will bring up a copy of your last approved budget and application. There are three sections that **must** be completed.

### **1. Budget Explanation**

- enter new data in the correct category, remember to remove items changed or deleted from the budget explanation. Click the Save button after each category or after entering all the new information. This will transfer the new category (state and match) totals to the budget grid.

### **2. Budget Grid**

- enter new data in the white cells (columns labeled 6100-6500 and Match);
- all figures should be rounded to the nearest dollar
- gray cells are calculated automatically upon clicking the Calculate Totals button. This does **not save** the information.
- scroll over and/or down and click the Save button
- a red arrow at the top of the screen indicates incorrect information has been entered. Scroll to the bottom of the screen to view error messages. The information has **not** been saved if there are errors. **Remember:** The Budget Explanation and the Budget Grid **must** match. If errors are received, check the accuracy of both sections of the budget.

### **3. School Comments:**

- describe the reason(s) for the amendment.

Submit the amendment by having the authorized representative click the Submit button.

## **FINAL EXPENDITURE REPORT (FER)**

The FER must be submitted before the final payment is made to the district. **The FER must be submitted to the Department no later than May 15.**

Data entry staff and the authorized representative have access to the FER portion of the automated application. For information on security issues and procedures visit <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm> or send questions via e-mail to <mailto:webreplyafsit@mail.dese.mo.gov>

### **FER Procedures**

There are two sections that must be completed.

**1. Questions 1-4** (program evaluation narrative).

**2. Budget Grid**

- enter data in the white cells (columns labeled 6100-6500 and District Match)
- gray cells are calculated automatically after the Calculate Totals button is clicked. This does **not** save the information.
- a red arrow at the top of the screen indicates incorrect information has been entered.
- scroll to the bottom of the screen to view error messages. The information has **not been** saved if there are errors.
- scroll over and/or down and click the Save button.

Submit the FER by having the authorized representative click the Submit button.

## TECHNOLOGY ACQUISITION AND ENHANCEMENT PROGRAM

### PROGRAM FUNDING

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for TAG depends on the appropriation. Annually, the Department advises districts of their appropriation.

### DISTRIBUTION OF STATE FUNDS

Districts are eligible for an **Acquisition Grant** of \$2,000 plus a per-pupil allowance. The **Enhancement Grant** allocates two-times the Acquisition Grant amount. The per-pupil allowance is based on a formula established by the State Board of Education. The overall formula is \$6,000 per district plus \$9 per student.

### DISTRICT MATCH

The required district match is 100% for the Acquisition Grant and a 20% match for the Enhancement Grant. The overall match is 46.67%.

### ELIGIBLE APPLICANTS

All Missouri public school districts are eligible to apply for funds.

### APPLICATION                      NOTE: Not funded for FY04

#### Application Requirements

Funds from the TAG Program may be used to provide technology for academic and administrative applications.

The TAG/VIDEO application is automated. The application window is April 15 to September 15.

**Only automated applications are accepted.** To access the TAG/VIDEO Automated Application, visit <http://k12apps.dese.mo.gov/webapps/login.asp>

#### Application Access and Logon

District personnel must have user IDs and passwords from the Department before they may access the web application. User IDs and passwords must be assigned access to TAG/VIDEO. Other program user IDs and passwords **will not** automatically work for TAG/VIDEO. Individuals must apply for **program specific access** through the district Security Administrator. Two people in each district are designated (by the Superintendent) as Security Administrators. They have the authority to add, modify, and/or remove people from security. For information on security issues and procedures visit <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm> or send questions via e-mail to [webreplyafsit@mail.dese.mo.gov](mailto:webreplyafsit@mail.dese.mo.gov)

Districts may have one or two staff members designated for **data entry**. Responsibilities include:

- viewing the application;
- entering information on the application, and
- updating the application.

Districts must have one administrator designated as the **authorized representative**. The authorized representative may view, enter, and update information. The authorized representative **must**:

- view and agree to the assurances, and
- submit the application for Department approval.

### **Inclusion of Title IID entitlement funds in TAG/VIDEO application**

The application process for accessing Title IID entitlement funds is handled on the Consolidated application, coordinated by the Federal Grants Management section of the Department. District responses to the narrative section of the TAG grant should reflect the plans for the Title IID funding stream along with the TAG state funds and the local technology funds. Districts indicate federal and local funding streams by using the federal and local match columns on the budget explanation.

### **Application Directions**

Mock application pages are available online at

[www.dese.mo.gov/divimprove/instrtech/manuals/mocktag.htm](http://www.dese.mo.gov/divimprove/instrtech/manuals/mocktag.htm)

There are five sections that **must** be completed:

#### **1. Application**

- identify district contact person
- rank the Show-Me Standards Knowledge Areas and Performance Areas addressed
- rank the State Education Technology Goals addressed

#### **2. Overview**

- provide a clear, concise summary of the district's plans to implement project funds including how activities will further the district's Comprehensive School Improvement Plan (CSIP) and Technology Plans
- indicate major activities planned for the project (check all activities that apply)
- describe how the district will evaluate project effectiveness and the impact on district CSIP and Technology Plans

#### **3. Activities**

- describe 1-5 professional development activities (At least one activity is required). An amount equal to 20% of state funds is required to be spent on technology professional development.

#### **4. Budget Explanation:** (see allowable/unallowable costs by expense code below)

- itemize and describe planned expenditures

#### **5. Budget Grid:**

- complete the budget grid (professional development **must** be documented on the budget grid in the row labeled Professional Development (6.7))

### **BUDGET EXPLANATION**

#### **Professional Development**

An amount equal to 20% of state funds is required to be spent on technology professional development. Districts may use appropriate, available revenues from local, state, and federal sources as matching funds. Districts may use other state or federal grant monies (such as Title IID entitlement), for matching funds if allowed by the program guidelines.

#### **Allowable Costs by Expense Code**

The lists below are not all-inclusive but examples of allowable costs. The district match may be used to purchase any allowable item.

**Salaries (6100)** (*Salaries related to staff technology training may be included in the 20% requirement for professional development*) Salaries must be used to pay any individual on the payroll in the district.

The following are examples of allowable Salary expenditures:

- existing staff may receive salaries/stipends for out-of-contract time (e.g., training, curriculum writing, etc.) at district-established rates. Indicate number of hours X number of teachers X dollars per hour, and
- substitute teachers may be hired, at district-established rates, to replace teachers receiving technology training.

**Benefits (6200)** *(Benefits for staff technology training may be included in the 20% requirement for professional development)* Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement.

**Purchased Services (6300)** *(Expenditures for technology training, such as consultants' fees and expenses, travel expenses, and conferences, may be included in the 20% requirement for professional development)*. Purchased Services result when work for a district or building is done by an individual not on the district's payroll, or a service is purchased from a source outside the district.

The following are examples of allowable Purchased Services expenditures:

- consultants for installation of hardware, software, and on-site technology training, including travel and related expenses;
- contracted technology related maintenance performed by an individual not employed by the district;
- technology related workshops, conferences or in-services including travel, registration, and related expenses;
- subscriptions, including MOREnet, PBS, distance learning providers, course fees, etc. Subscription providers must be itemized, and
- equipment rental or leases.

**Materials and Supplies (6400)** *(Materials and Supplies used exclusively and specifically in teacher technology training may be included in the 20% requirement for professional development)*. Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit are considered Materials and Supplies.

The following are examples of allowable Materials and Supplies expenditures:

- |   |                                       |
|---|---------------------------------------|
| • CD-ROM, DVD and videodisc equipment;                        | • digital cameras;                    |
| • satellite and signal enhancing equipment;                   | • video display equipment;            |
| • fax equipment;  | • camcorders;                         |
| • computer and networking software (regardless of unit cost); | • carts and tables;                   |
| • videotapes and videodiscs (regardless of unit cost);        | • printers and printing supplies, and |
| • electronic storage devices;                                 | • wiring and networking supplies.     |

**Capital Outlay (6500)** Items that are electrical/mechanical in nature, have a useful life of at least one year, or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost.

The following are examples of allowable Capital Outlay expenditures:

- |   |                                    |
|---|------------------------------------|
| • computers and networking hardware;      | • video conferencing equipment;    |
| • speaker telephones;                     | • video display equipment;         |
| • data transmission equipment and lines;  | • wireless communication equipment |
| • digital cameras;                        | • e-books;                         |
| • video reception equipment/installation; | • electronic storage devices, and  |
| • math and science laboratory equipment;  | • digital camcorders.              |
| • scanners;                               |                                    |

### Unallowable Costs

Grant or matching funds may not:

- construct, remodel, or prepare the site;
- pay fees for college credit, or
- pay administrative or indirect costs;
- supplant existing positions or programs.

### Budget Explanation Example

Itemize expenditures for Salaries (6100), Benefits (6200), Purchased Services (6300), Materials and Supplies (6400), and Capital Outlay (6500) for State and District funds. Enter data in the white cells. The gray cells are calculated automatically after clicking the Save button.

	State	Federal Match	District Match	Total
<b>6100 SALARIES (Obligated by May 1)</b>				
6 hours for 1 curriculum director and 2 lead teachers to provide in-service for ABC software @ \$15 per hour (6 x 3 x \$15)	\$270			\$270
4 hours for 15 teachers to attend ABC software in-service @ \$15 per hour (4 x 15 x \$15)	900			900
<b>Salaries Total</b>	<b>\$1,170</b>			<b>\$1,170</b>
<b>6200 BENEFITS (Obligated by May 1)</b>				
12% of \$1170 (FICA and PSRS)	\$140			\$140
<b>Benefits Total</b>	<b>\$140</b>			<b>\$140</b>
<b>6300 PURCHASED SERVICES (Obligated by May 1)</b>				
22 hours of consultation by representative of ABC software company for installation and trouble shooting @ \$50 per hour (22 x \$50)	\$220	\$440	\$440	\$1100
10 hours of training by representative of ABC software company to train 1 curriculum director and 2 teachers on software @ 50 per hour (10 x \$50)	500			500
<b>Purchased Services Total</b>	<b>\$720</b>	<b>\$440</b>	<b>\$440</b>	<b>\$1,600</b>
<b>6400 MATERIALS AND SUPPLIES (Obligated by March 31)</b>				
10 printers, AP model 456, 600 dpi color @ \$159 (10 x \$159)	\$1,590			\$1,590
Software	1,000			1,000
<b>Materials And Supplies Total</b>	<b>\$2,590</b>			<b>\$2,590</b>
<b>6500 CAPITAL OUTLAY (Obligated by March 31)</b>				
4 GAS comp, 40 GB hard drive, 128 mb RAM, 40x DVD, sound card, zenith drive with internal speakers & 17" monitor @ \$1200 (4 x \$1200)	\$2,400		\$2400	\$4,800
<b>Capital Outlay Total</b>	<b>\$2,400</b>		<b>\$2,400</b>	<b>\$4,800</b>
<b>Project Total</b>				<b>\$10,300</b>
<b>Federal Match Total</b>		<b>\$440</b>		
<b>Local Match Total</b>			<b>\$2,840</b>	
<b>Federal and Local Match Total</b>		<b>\$3,280</b>		
<b>State Request Total</b>	<b>\$7,020</b>			

## BUDGET GRID

- The numbers in the rows labeled Match and Explanation are transferred from the Budget Explanation. These numbers are transferred for your convenience. Moving between the Budget Explanation and the Budget Grid will result in **all** the numbers in the Budget Grid **reverting to zeros**.
- Enter data in the white cells (columns labeled 6100-6500 and Match).
- All figures should be rounded to the nearest dollar.
- The gray cells are calculated automatically after the Calculate Totals button is clicked. This does **not save** the information.
- Scroll until the Save button is displayed. Click the Save button.
- A red arrow at the top of the screen indicates incorrect information has been entered. Scroll to the bottom of the screen to view error messages. The information has **not** been saved if there are errors. **Remember:** The Budget Explanation and the Budget Grid **must** match. If errors are received, check the accuracy of both sections of the budget.

**This completes the TAG portion of the TAG/VIDEO application.** Only the TAG application must be completed before submission since the VIDEO program is not funded for FY03. When the TAG application is completed, the **authorized representative** must agree to the assurances **and** submit the application.

## AMENDMENTS

Amendments to the approved budget are allowed. **No more than four amendments to the approved TAG/VIDEO application are allowed per year.** Budget changes may be necessary due to price changes, product changes, or an unexpected opportunity. Amendments to the approved budget may be made in two ways.

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

### Amendment Procedures

Data entry staff and the authorized representative have access to the amendment portion of the automated application. For information on security issues and procedures visit <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm> or send questions via e-mail to [webreplyafsit@mail.dese.mo.gov](mailto:webreplyafsit@mail.dese.mo.gov). Only electronic amendments will be accepted for this program.

To create an amendment, select the Budget Amendment button from the TAG/VIDEO Budget Selection screen. This will bring up a copy of your last approved budget and application.

There are three sections that **must** be completed.

#### 1. Budget Explanation

- enter new data in the correct category, remember to remove items changed or deleted from the budget explanation. Click the Save button after each category or after entering all the new information. This will transfer the new category (state and match) totals to the budget grid.

#### 2. Budget Grid:

- enter new data in the white cells (columns labeled 6100-6500 and Federal and Local Match)
- all figures should be rounded to the nearest dollar
- professional development expenditures must be documented in the row labeled Professional Development (6.7)
- gray cells are calculated automatically upon clicking the Calculate Totals button. This does **not save** the information
- scroll over and/or down and click the Save button
- a red arrow at the top of the screen indicates incorrect information has been entered. Scroll to the bottom of the screen to view error messages. The information has **not** been saved if there are errors. **Remember:** The Budget Explanation and the Budget Grid **must** match. If errors are received, check the accuracy of both sections of the budget.

### 3. School Comments:

- describe the reason(s) for the amendment.

Submit the amendment by having the authorized representative click the Submit button.

### FINAL EXPENDITURE REPORT (FER)

The FER must be submitted before the final payment is made to the district. **The FER must be submitted to the Department no later than May 15.**

Data entry staff and the authorized representative have access to the FER portion of the automated application. For information on security issues and procedures visit <http://k12apps.dese.mo.gov/webapps/usermanager/UMUserManual.htm> or send questions via e-mail to <mailto:webreplyaftsit@mail.dese.mo.gov>

### FER Procedures

There are two sections that **must** be completed.

#### 1. Questions 1-4 (program evaluation narrative)

#### 2. Budget Grid

- enter data in the white cells (columns labeled 6100-6500 and Match)
- gray cells are calculated automatically after the Calculate Totals button is clicked. This does **not** save the information
- a red arrow at the top of the screen indicates incorrect information has been entered
- scroll to the bottom of the screen to view error messages. The information has **not been** saved if there are errors
- scroll over and/or down to click the Submit button

Submit the FER by having the authorized representative click the Submit button

## **COMPETITIVE TECHNOLOGY PROGRAM**

### **Not funded for FY03, FY04**

#### **PROGRAM FUNDING**

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for the Competitive Technology (CT) Program depends on the appropriation. Annually, the Department advises districts of the amount appropriated for the CT program and purposes for which grants may be awarded. **Note:** *This program is not funded for FY03, FY04.*

#### **DISTRIBUTION OF STATE FUNDS**

Districts are eligible for a CT grant of up to \$50,000. The Department allocates money to four geographic regions of the state to achieve equitable distribution of the funds. The quadrants are balanced according to the number of teachers. Only quality applications are approvable. Funds are reallocated among the regions if a sufficient number of quality applications is not received.

#### **DISTRICT MATCH**

The required district match is 10%, 20%, or 30% of the state request, not a percentage of the grant total. See for <http://www.dese.mo.gov/divimprove/instrtech/index.html> for match rates.

#### **ELIGIBLE APPLICANTS**

All Missouri public school districts are eligible to submit applications.

**APPLICATION Note:** *This program is not funded for FY03, FY04.*

#### **Application Requirements**

Funds must impact a significant portion of students and teachers in a single district. One application per district may be submitted. Individuals may not apply. Consortium grants are not allowed. The authorized representative is responsible for submitting the application. The CT project must:

- demonstrate a clearly defined instructional focus designed to improve and implement instructional strategies and practices into the K-9 curriculum (may also address grades 10-12 as long as the ninth (9<sup>th</sup>) grade is involved);
- provide information on the adaptability of the project for other districts with similar needs or characteristics;
- utilize an amount equal to 20% of requested state funds to address staff training in technology. Districts may use other state or federal grant monies for matching funds if allowed by the program guidelines, and
- demonstrate a local commitment to the project by providing matching funds.

The application must include the provided cover page and budget grid, and a narrative created on a word processor. An original and one copy must be **postmarked no later than June 1**.

#### **Application Directions**

There are three sections that **must** be completed.

##### **1. Application** (complete form):

- project information
- district information
- Show-Me Standards Knowledge Areas and Performance Areas addressed
- State Education Technology Goals addressed
- read, sign, and date the assurances (by the authorized representative)

## **2. Narrative** (develop on a word processor):

- Introduction
- Statement of Need/Opportunity
- Goal and Objectives
- Description and Schedule of Learner Activities
- Management Plan
- Budget Explanation

## **3. Budget Grid** (complete form)

- project information
- budget grid (professional development must be documented in the row labeled Professional Development)

### **The Narrative**

The narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single-spaced;
- **not** exceed 15 pages, including the cover page and budget grid (up to five additional pages of appendices may be included);
- use Arial 11;
- have left/right margins no less than one inch;
- have top/bottom margins no less than ½ inch;
- begin each section with the provided narrative header;
- include a page footer with the name of the district, the grant program, and the page number (e.g., Maplebrook R-4, CT, page 7);
- be printed on 8½ x 11 white paper, and
- be stapled in the upper left corner - **no** covers or bindings.

### **Writing the Narrative**

#### **Introduction**

##### **Required Information**

Provide a descriptive summary outlining the instructional need, planned activities, and expected outcomes of the project.

##### **Evaluation Criteria**

1. The Introduction is an easily understood, clear description of the project. (5 points)
2. The Introduction describes the target population, instructional needs, expected outcomes, and what is planned by whom and how. (5 points)

#### **Writing Tips**

Provide an easily understood, clear description of the project. The Narrative should:

- describe the purpose of the project;
- describe the target population;
- outline expected educational improvements;
- provide a summary of the major learner activities;
- describe instructional needs;
- describe the school community;
- outline the staff training, and
- explain the adaptability of the project by other districts.

#### **Statement of Need/Opportunity**

##### **Required Information**

Last Update: 2003-2004

Describe why the project is needed, how it addresses a documented instructional need, and how it fits district and school plans.

### **Evaluation Criteria**

3. The project's instructional need/opportunity is fully described and documented with local data. (5 points)
4. The project addresses the district's Comprehensive School Improvement Plan (CSIP) and Technology Plan. (5 points)
5. The project details the training process and key people involved in supporting technology use and integration. (5 points)

### **Writing Tips**

The Narrative should:

- describe the local educational need for the project;
- provide local data to document the educational need;
- address the district's Technology Plan and CSIP;
- describe previous technology efforts and outcomes, and the relevance to this project;
- describe the need for staff training (an amount equal to 20% of state funds is required to be spent on technology professional development. Funding for staff training may be a portion of the local match or may be included in the requested state funds);
- describe the need for integration of technology into the curriculum, and
- detail the training process and key people involved in the development of training.

### **Goal and Objectives**

#### **Required Information**

Goal (a single, very broad statement describing the educational outcome of the project) and objectives (specifically detail improvements above and beyond the expected).

### **Evaluation Criteria for the Goal**

6. The goal is directly related to the stated need and includes the overall expected results of the project. (5 points)

### **Writing Tips for the Goal**

The goal is a single broad statement that uses non-measurable terms such as know, appreciate, value, improve, etc. "What do we want to accomplish?" is a helpful question when writing a goal.

The Goal should contain:

- the general purpose of the project;
- the expected results of the project, and
- the relationship of the project to the educational need.

**Goal Example:** The goal of the project is to improve the knowledge and performance of third through sixth grade science students through the integration of technology.

### **Evaluation Criteria for the Objectives**

7. The objectives are clear, concise, measurable, and indicate the instruments use to measure the project outcomes. (5 points)

### **Writing Tips for the Objectives**

An objective is educational, clear, concise, and measurable. Project effectiveness is best measured by limiting the number of objectives to three or four. There are two types of learner objectives:

- objectives that set a standard of knowledge, skills, and abilities above and beyond the expected learner accomplishments, and
- objectives that document improvement above and beyond the expected improvement over time.

“How will we know we have accomplished our goal?” is a helpful question when writing objectives.

Objectives should include the following:

- **WHO?** Who are the learners?
- **DOES WHAT?** What are they learning?
- **HOW WELL?** What is the desired achievement level?
- **WHEN?** When should they have accomplished the activity?
- **HOW MEASURED?** What evaluation or assessment method will be used?

**Objective Example:** By May of 2003 (**WHEN**), 90% of the targeted students (**WHO**) will score (**DOES WHAT**) at least 9 out of 10 points (**HOW WELL**) on a teacher-developed topic-specific checklist for a multimedia science presentation. (**HOW MEASURED**).

### **Description and Schedule of Learner Activities**

#### **Required Information**

Describe the learner activities and how they relate to the objectives.

#### **Evaluation Criteria**

8. The learner activities detail the learners, topics, timeframe, and person(s) responsible. (5 points)
9. The learner activities are timely, realistic, and linked to the project objectives. (5 points)
10. The professional development activities are relevant to the success of the project (an amount equal to 20% of the state funds is used on technology professional development). (5 points)

### **Writing Tips**

The Narrative should:

- identify the learners and describe their activities (the learners may be students or staff members);
- include a timeframe for the activities;
- describe realistic activities that are achievable within the timeframe;
- relate activities to the stated objectives of the project;
- identify the person(s) responsible for completing the activities, and
- include professional development activities, which support the objectives.

### **Description and Schedule of Learner Activities Example**

There are a variety of ways to organize and display the activities. Activities may be organized by months, major themes, or learners. They may be displayed in lists, charts, or tables.

#### **September 20XX**

- 3<sup>rd</sup> through 6<sup>th</sup> grade classroom teachers use the HPR\*TEC Profiler online teacher survey to evaluate, collaborate, and form the building science technology team. The technology coordinator will provide assistance. (Obj.#1)
- 3<sup>rd</sup> through 6<sup>th</sup> grade students use the HPR\*TEC Profiler online student survey to evaluate, collaborate, and build the classroom work teams. The classroom teachers will provide assistance. (Obj.#2)

- 3<sup>rd</sup> through 6<sup>th</sup> grade classroom teachers attend three training sessions (total of six hours) learning multimedia presentation skills using HyperStudio. Sessions are conducted by two 4<sup>th</sup> grade teachers identified by the HPR\*TEC Profiler as master users of HyperStudio. (Obj.#1)
- Technology coordinator and library media specialist conduct training sessions with 3<sup>rd</sup> through 6<sup>th</sup> grade classroom teachers on Internet searching techniques, EBSCO Primary Search and EBSCO Host, World Almanac, and Grolier Electronic Encyclopedia. (Obj.#2)
- Classroom teachers and the Library Media Specialist conduct training sessions with 3<sup>rd</sup> through 6<sup>th</sup> grade students on Internet searching techniques, EBSCO Primary Search or EBSCO Host, World Almanac, and Grolier Electronic Encyclopedia. (Obj.#2)

### **October 20XX**

- 3<sup>rd</sup> through 6<sup>th</sup> grade students learn how to use the software program HyperStudio. Classroom teachers conduct the sessions for their students. A total of three hours will be taught. (Obj.#1)
- 3<sup>rd</sup> through 6<sup>th</sup> grade students will locate and list at least ten facts about a science-specific topic (post test) using the Internet, EBSCO Primary Search or EBSCO Host, World Almanac, and Grolier Electronic Encyclopedia. (Obj.#3)
- 3<sup>rd</sup> through 6<sup>th</sup> grade students will use the science facts and create a HyperStudio presentation. The students must successfully include at least 9 of 10 HyperStudio presentation components identified in the teacher-developed topic specific checklist. (Obj.#1)

### **Management Plan**

#### **Required Information**

The Management Plan provides guidance for implementers to assess needs, the timeline, and overall project progress.

#### **Evaluation Criteria**

11. The Management Plan establishes benchmarks for project implementation and evaluation. (5 points)
12. The methods of data collection, analysis, and dissemination are appropriate for the project. (5 points)
13. The Management Plan describes the continuation of activities and financial support beyond the grant. (5 points)

### **Writing Tips**

The Narrative should:

- contain a training schedule and guide to curriculum integration;
- show collaboration to develop training sessions;
- identify individuals responsible for the installation of hardware, software, and technical support;
- show methods and schedule for data collection;
- outline plans to evaluate data and assessments;
- show planning and implementation of training needs;
- outline plans to disseminate information about project activities, and
- outline the project's future.

### **Management Plan Example**

Beginning	Topic	Responsible People	Completion Date
-----------	-------	--------------------	-----------------

<b>Date</b>			
8/1/XX	<b>Bids</b>	Supt, Tech Coor	
	equipment		9/1/XX
	wiring		9/1/XX
	training		9/1/XX
	building remodeling		9/1/XX
9/1/XX	<b>Installation</b>	Tech Coor	
	building remodeling	Supt, Maint Sup	
	equipment		
	wiring		
9/01/XX	<b>Training Organization and Assessment</b>	Tech Coor, LMS	
	<b>HPR*TEC Profiler online survey</b>	Teachers	
	Survey results evaluated, leaders identified, training session needs identified, team-teachers identified.	Tech Coor	9/15/XX
	<b>HPR*TEC Profiler online survey</b>	Students	
	Survey results evaluated, students assigned to work groups	Tech Coor, Teachers	9/15/XX
	<b>Scores evaluated for Objective #1</b>	Teachers, Superintendent	
10/20/XX	Re-training scheduled for any student not achieving at least 90% mastery on the teacher-developed topic-specific checklist.		

## **Budget Explanation**

### **Required Information**

Include a description of all proposed budget expenditures, both State and Match/Inkind.

### **Evaluation Criteria for the Budget Explanation**

14. The expenditures directly relate to the stated instructional needs, objectives, and learner activities. (5 points)
15. The expenditures are reasonable, cost-effective, and sufficiently detailed. Information is provided distinguishing between State and Match/Inkind expenditures. (5 points)

### **Writing Tips**

All totals must correspond to those on the Budget Grid. The Narrative should include:

- salary/stipends at district-established out-of-contract hourly rates of pay;
- benefits for salary/stipends;
- names of conference, consultants, or firms;
- in-service/training topic;
- sample software titles;
- model specifications; and
- number of units/unit cost.

### **Allowable Costs by Expense Code**

The lists below are not all-inclusive but examples of allowable costs. The district match may be used to purchase any allowable item.

**Salaries (6100)** (*Salaries related to staff technology training may be included in the 20% requirement for professional development*). Salaries must be used to pay any individual on the payroll in the district.

The following are examples of allowable Salaries expenditures:

- existing staff may receive salaries/stipends for out-of-contract time (e.g., training, curriculum writing, etc.) at district-established rates. Indicate number of hours X number of teachers X dollars per hour, and
- substitute teachers may be hired, at district-established rates, to replace teachers receiving technology training.

**Benefits (6200)** (*Benefits for staff technology training may be included in the 20% requirement for professional development*). Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement.

**Purchased Services (6300)** (*Expenditures for technology training such as consultants' fees and expenses, travel expenses, and conferences may be included in the 20% requirement for professional development*). Purchased Services result when work for a district or building is done by an individual not on the district's payroll, or a service is purchased from a source outside the district.

The following are examples of allowable Purchased Services expenditures:

- consultants for installation of hardware, software, and on-site training, including travel and related expenses;
- contracted technology maintenance performed by an individual not employed by the district;
- technology related workshops, conferences, or in-services including travel, registration and related expenses, and
- equipment rental or leases.

**Materials and Supplies (6400)** (*Materials and Supplies used exclusively and specifically in teacher training may be included in the 20% requirement for professional development*). Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit are considered Materials and Supplies.

The following are examples of allowable Materials and Supplies expenditures:

- |   |                                       |
|---|---------------------------------------|
| • CD-ROM, DVD and videodisc equipment;                        | • electronic storage devices;         |
| • satellite and signal enhancing equipment;                   | • wiring and networking supplies;     |
| • computer and networking software (regardless of unit cost); | • carts and tables;                   |
| • videotapes and videodiscs (regardless of unit cost);        | • printers and printing supplies, and |
|   | • graphing calculators.               |

**Capital Outlay (6500)**: Items that are electrical/mechanical in nature, have a useful life of at least one year, or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost.

The following are examples of allowable Capital Outlay expenditures:

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| • computers and networking hardware; | • e-books;                           |
| • video editing equipment;           | • scanners;                          |
| • video projection equipment;        | • electronic storage devices;        |
| • video display equipment;           | • digital cameras, and               |
| • science and math lab equipment;    | • camcorders and digital camcorders. |

## Unallowable Costs

Grant or matching funds may not:

- construct, remodel, or prepare the site;
- pay administrative or indirect costs;
- pay fees for college credit, or
- supplant existing positions or programs.

## Budget Explanation Example

Use the following format to describe the budget expenditures for the funding year. Round all numbers to the nearest dollar. Show the appropriate percentage of match. At least 20% of the state requested funds must be used for Professional Development activities. Itemize expenditures for Salaries (6100), Benefits (6200), Purchased Services (6300), Materials and Supplies (6400), and Capital Outlay (6500) for State and District funds.

	State	District Match	Total
<b>6100 SALARIES</b> <i>Salaries for staff training included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
In-service training for the 3rd - 6th grade teachers (HyperStudio) (10 teachers X 6 hrs X \$15/hr)		* \$900	\$900
Instructors for the above training session (2 teachers) (2 instructors X 6 hrs X \$20/hr.) (HyperStudio)	* \$183	* 57	240
Technology integration training for 3 <sup>rd</sup> - 6 <sup>th</sup> grade teachers (6 days X 12 teachers X 6 hours X \$15/hr)	* 6,480		6,480
<b>Salaries Total</b>	<b>\$6,663</b>	<b>\$957</b>	<b>\$7,620</b>
<b>6200 BENEFITS</b> <i>Benefits for staff training included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
FICA & PSRS (\$7,620 X 12%)		* \$914	\$914
<b>Benefits Total</b>		<b>\$914</b>	<b>\$914</b>
<b>6300 PURCHASED SERVICES</b> <i>Purchased Services related to staff training included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
ABC Company Wiring service (3 days X \$800/day)	\$2,400		\$2,400
Training Consultant from JKL Consultants - Integration of Technology into the Elementary Curriculum. (6 days in-service X \$1,000/day)		* \$6,000	6,000
Registration fees for Technology Conference for project coordinator and 3 teachers (\$200 X 4)		* 800	800
Travel and lodging for ABC conference (4 rooms X 2 nights X \$137.50)	* 1,100		1,100
<b>Purchased Services Total</b>	<b>\$3,500</b>	<b>\$6,800</b>	<b>\$10,300</b>
<b>6400 MATERIALS &amp; SUPPLIES</b> <i>Materials and supplies needed for staff training included in the 20% requirement for professional development are marked with an asterisk. (Obligated by March 31)</i>			
World Almanac - Network Version	\$2,000		\$2,000
Portable carts for computers (10 carts X \$120)	1,200		1,200
Network cables for computers (10 cables X \$5)	50		50
5 HP DeskJet 632-C printer \$250 each (5 X \$250)	1,250		1,250
<b>Materials &amp; Supplies Total</b>	<b>\$4,500</b>		<b>\$4,500</b>
<b>6500 CAPITAL OUTLAY (Obligated by March 31)</b>			
10 Dell 7924 Windows NT computers (10 x \$1200)	\$12,000		\$12,000

Last Update: 2003-2004

4 Digital cameras @ \$400 (4 X \$400)	1,600		1,600
2 Scanners @ \$300 (2 X \$300)	600		600
4 Smart Boards @ \$3,500 (4 X \$3,500)	14,000		14,000
24 Port Ethernet Hub @ \$500 (1 X \$500)	500		500
<b>Capital Outlay Total</b>	<b>\$28,700</b>		<b>\$28,700</b>
<b>Project Total For Year 1</b>			<b>\$52,034</b>
<b>District Match Total</b>		<b>\$8,671</b>	
<b>State Request Total</b>	<b>\$43,363</b>		
<b>Professional Development Total</b>		<b>\$18,834</b>	

To calculate the Project Total, State Request and Match/Inkind, use the following formula.

Determine the **PROJECT TOTAL** by adding all expenditures for the project.

Salaries	\$7,620
Benefits	914
Purchased Services	10,300
Materials and Supplies	4,500
Capital Outlay	+ 28,700
	<b>\$52,034</b>

#### PROJECT TOTAL

Divide the PROJECT TOTAL by:

1.1 (district match = 10%)

1.2 (district match = 20%)

1.3 (district match = 30%) to determine the

$$\$52,034 \div 1.2 =$$

#### STATE REQUEST

Subtract STATE REQUEST from PROJECT TOTAL

to determine the

#### DISTRICT MATCH

**\$43,362**

**\$52,034**

**- 43,362**

**\$8,672**

#### AMENDMENTS

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary due to price changes, product changes, or an unexpected opportunity. Amendments to the approved budget may be made in two ways:

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

#### Amendment Procedures

There are two sections that **must** be completed.

##### 1. Budget Grid

- enter data in the white cells (columns labeled 6100-6500 and Match/Inkind)
- all figures should be rounded to the nearest dollar
- professional development expenditures must be documented in the row labeled Professional Development

##### 2. School Comments

- describe the reason(s) for the amendment

Last Update: 2003-2004

Submit to the Department via mail or fax.

**FINAL EXPENDITURE REPORT (FER)**

The FER must be submitted before final payment is made to the district. **The FER must be received in the department no later than May 15.**

**FER Procedures**

There are four sections that **must** be completed.

- 1. District Information**
- 2. Questions 1- 4** (program evaluation narrative)
- 3. Budget Grid:**
  - enter data in the white cells (columns labeled 6100-6500 and Match/Inkind)
  - enter the actual dollar amount spent on professional development activities
- 4. Funds expended and funds received.**

Submit to the Department via mail or fax.

## **COMPETITIVE TECHNOLOGY EVALUATION CRITERIA**

**100 points possible**

**Each criterion, except where noted, is worth up to 5 points.**

### **Introduction**

1. The Introduction is an easily understood, clear description of the project. (5 points)
2. The Introduction describes the target population, instructional needs, expected outcomes and what is planned by whom and how. (5 points)

### **Statement of Need/Opportunity**

3. The project's instructional need/opportunity is fully described and documented with local data. (5 points)
4. The project addresses the district's Comprehensive School Improvement Plan (CSIP) and Technology Plan. (5 points)
5. The project details the training process and key people involved in supporting technology use and integration. (5 points)

### **Goal and Objectives**

6. The goal is directly related to the stated need and includes the overall expected results of the project. (5 points)
7. The objectives are clear, concise, measurable, and indicate the instruments used to measure the project outcomes. (5 points)

### **Description and Schedule of Learner Activities**

8. The learner activities detail the learners, topics, timeframe, and person(s) responsible. (5 points)
9. The learner activities are timely, realistic, and linked to the project objectives. (5 points)
10. The professional development activities are relevant to the success of the project (an amount equal to 20% of the state funds is used on technology professional development). (5 points)

### **Management Plan**

11. The Management Plan establishes benchmarks for project implementation and evaluation. (5 points)
12. The methods of data collection, analysis, and dissemination are appropriate for the project. (5 points)
13. The Management Plan describes the continuation of activities and financial support beyond the grant. (5 points)

### **Budget Explanation**

14. The expenditures directly relate to the stated instructional needs, objectives, and learner activities. (5 points)
15. The expenditures are reasonable, cost-effective, and sufficiently detailed. Information is provided distinguishing between state and Match/Inkind expenditures. (5 points)

### **Overall Grant**

16. The project will likely result in meaningful and lasting instructional improvement. (5 points)
17. The project's instructional focus expands or enhances current uses of technology at the grade levels designated by the grant program. (5 points)

### **Additional Points**

18. The project results in a viable plan to promote the use of technology in grades K-9 to improve teaching and learning by integrating technology into the curriculum. (5 points)
19. Past participation in the grant program determines bonus points. (up to 10 points)

**Competitive Technology  
Bonus Point Table  
(additional scoring #19)**

Grants Funded	Points
0	10
1	9
2	8
3	7
4	6
etc.	etc.

## INTERACTIVE DISTANCE LEARNING PROGRAM

### PROGRAM FUNDING

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for the Interactive Distance Learning (IDL) Program depends on the appropriation. Annually, the Department advises districts of the amount appropriated for the IDL Program and purposes for which grants may be awarded. **Note:** *Not funded for FY04.*

### DISTRIBUTION OF STATE FUNDS

Districts are eligible to apply for one of two one-time IDL grants. Funding is split equally between Implementation Grants and Upgrade Grants. Competition is statewide.

- **Implementation Grants:** Districts may request up to \$30,000 for the first year and up to \$12,000 the second year. **Note:** *Not funded for FY04*
- **Upgrade Grants:** Districts may request up to \$12,000. **Note:** *Not funded for FY04.*

### DISTRICT MATCH

The required district match is 10%, 20%, or 30% of the state request, not a percentage of the grant total. See <http://www.dese.mo.gov/divimprove/instrtech/index.html> for match rates.

### ELIGIBLE APPLICANTS

For FY03, only Missouri public secondary school districts awarded first-year grants in FY 02 are eligible to submit applications for a second year of support. The application may indicate partnerships with other educational entities, IHEs, LEAs, PTS, and/or community business partners; however, the applicant and fiscal agent must be a single district. A district may be involved in only one IDL application per year.

- **Implementation Grants** are two-year competitive grants designed to develop new consortium or join existing consortia that meets the H.323 standard. Note that new consortium applications may involve **no more than six districts**. Implementation Grants must broadcast and/or receive instruction by the fourth quarter of the first school year funded.
- **Upgrade Grants** are one-time competitive grants designed to upgrade existing sites to be compatible with the statewide backbone. Sites currently involved in an IDL project may apply for funding regardless of the initial funding source.

**APPLICATION** **Note:** *Not funded for FY03, FY04.*

### Application Requirements

The IDL project must:

- offer classes that originate from a Missouri high school or IHE;
- offer classes taught by Missouri certificated teachers;
- provide for "full presence" where teachers and students are able to see and hear all participants at all times;
- address training needs of staff integrating two-way IDL technology. An amount equal to 20% of requested state funds is required to be spent on IDL professional development. Districts may use appropriate, available revenues from local, state, and federal sources as matching funds. Districts may use other state or federal grant monies for matching funds if allowed by the program guidelines;
- support the district's Comprehensive School Improvement Plan (CSIP) and Technology Plan;
- address training needs of technical support staff;
- demonstrate a local commitment by providing matching funds;
- address continuing financial support needed to maintain the project;

- include evaluation components to measure the effectiveness of the project;
- be compatible with the state backbone via MOREnet 3 (M3) which supports IP-based delivery including, but not limited to, the H.323 standard, and
- address interoperability with other consortia within the state of Missouri and interoperability with MOREnet 3 (M3).

The application must include the provided cover page and budget grid, and a narrative created on a word processor. An original and one copy must be **postmarked no later than May 15**.

### **Application Directions**

There are three sections that **must** be completed.

#### **1. Application** (complete form)

- project information
- district information
  - Show-Me Standards Knowledge Areas and Performance Areas addressed
  - State Education Technology Goals addressed
- read, sign, and date the assurances (by the authorized representative)

#### **2. Narrative** (develop on a word processor): (Evaluation Criteria is written for the two-year Implementation Grants. Upgrade Grants may disregard the second-year evaluation criteria).

- Introduction
- Statement of Need/Opportunity
- Goal and Objectives
- Description and Schedule of Learner Activities
- Management Plan
- Budget Explanation

#### **3. Budget Grid** (complete form)

- project information
- budget grid (professional development must be documented in the row labeled Professional Development)

### **The Narrative**

The narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single-spaced;
- **not** exceed 20 pages (15 pages for a single-district application, 10 pages for an Upgrade application), including the cover page and budget grid (up to five additional pages of appendices may be included);
- use Arial 11;
- have left/right margins no less than one inch;
- have top/bottom margins no less than ½ inch;
- begin each section with the provided narrative header;
- include a page footer with the name of the district, the grant program, and the page number (e.g., Parwal C-2, IDL, page 8);
- be printed on 8½ x 11 white paper, and
- be stapled in the upper left corner - **no** covers or bindings.

## **Writing the Narrative**

### **Introduction**

#### **Required Information**

Provide a descriptive summary outlining the instructional need, planned activities, and expected outcomes of the project.

#### **Evaluation Criteria**

1. The Introduction is an easily understood, clear description of the project. (5 points)
2. The Introduction describes the target population, the consortium members, instructional needs, expected outcomes and what is planned by whom and how for both years of the project. (5 points)

### **Writing Tips**

Provide an easily understood, clear description of the project. The Narrative should:

- describe the purpose of the project;
- describe the target population;
- outline expected educational improvements;
- outline staff training;
- describe instructional needs;
- provide a summary of the major learner activities for both years of the project;
- describe the school community, and
- explain the adaptability of the project by other districts.

### **Statement Of Need/Opportunity**

#### **Required Information**

Describe why the project is needed, how it addresses a documented instructional need, and how it fits district and school plans.

#### **Evaluation Criteria**

3. The project's instructional need/opportunity is fully described and documented with local data. (5 points)
4. The project addresses the district's Comprehensive School Improvement Plan (CSIP) and Technology Plan. (5 points)
5. The project details the training process and key people involved in supporting technology use and integration for both years of the project. (5 points)

### **Writing Tips**

The Narrative should:

- describe the local educational need for the project;
- provide local data to document the educational need;
- address the CSIP and the district's Technology Plan;
- describe the need for technology delivered curriculum and/or integration of technology into the curriculum;
- describe the need for staff training (an amount equal to 20% of state funds is required to be spent on IDL technology professional development. Funding for staff training may be a portion of the local match or may be included in the requested state funds), and
- detail the training process and key people involved in the development of training.

## Goal and Objectives

### Required Information

Goal (single, very broad statement describing the educational outcome of the project) and objectives (specifically details improvements above and beyond the expected).

### Evaluation Criteria

6. The goal is directly related to the stated need and includes the overall expected results of the project. (5 points)

### Writing Tips for the Goal

The goal is a single broad statement that uses non-measurable terms such as know, appreciate, value, improve, etc. "What do we want to accomplish?" is a helpful question when writing a goal. The Narrative should:

- address the general purpose;
- include the expected results, and
- express the relationship to the educational need.

**Goal Example:** The goal of this project is to improve and increase the educational offerings for high school students.

### Evaluation Criteria for the Objectives

7. The first- and second- year objectives are clear, concise, measurable, and indicate the instruments used to measure the project outcomes. (5 points)

### Writing Tips

An objective is educational, clear, concise, and measurable. Objectives are required for the first- and second-year of the project. Project effectiveness is best measured by limiting the number of objectives to three or four per year. There are two types of learner objectives:

- objectives that set a standard of knowledge, skills, and abilities above and beyond the expected learner accomplishments; and
- objectives that document improvement above and beyond the expected improvement over time.

"How will we know we have accomplished our goal?" is a helpful question when writing objectives.

The Objectives should contain the following:

- **WHO?** Who are the learners?
- **DOES WHAT?** What are they learning?
- **HOW WELL?** What is the desired achievement level?
- **WHEN?** When should they have accomplished the activity?
- **HOW MEASURED?** What evaluation or assessment method will be used?

**Objective Example:** By May of 2003 (**WHEN**), each participating school district (**WHO**) will increase dual credit, junior/senior, and/or foreign language course offerings (**DOES WHAT**) by at least 2 courses (**HOW WELL**) as compared to course offerings of the previous year. At least 80% of the students enrolled will receive grades of B and above. (**HOW MEASURED**).

## Description and Schedule of Learner Activities

### Required Information

Describe the learner activities and how they relate to the objectives.

### **Evaluation Criteria**

8. The first- and second year learner activities detail the learners, topics, timeframe, and person(s) responsible. (5 points)
9. The first- and second year learner activities are timely, realistic, and linked to the project objectives. (5 points)
10. The first- and second year professional development activities are relevant to the success of the project (an amount equal to 20% of the state funds is used on IDL technology professional development). (5 points)

### **Writing Tips**

The Narrative should:

- identify the learners and describe their activities (the learner may be students or staff members);
- include a timeframe for the activities;
- describe realistic activities that are achievable within the timeframe;
- identify the person(s) responsible for completing the activities;
- relate activities to the stated objectives of the project, and
- include professional development activities, which support the objectives.

### **Description and Schedule of Learner Activities Example**

There are a variety of ways to organize and display the activities. Activities may be organized by months, major themes, or learners. They can be displayed in lists, charts, or tables.

#### **September 20XX - December 20XX**

- High school classroom teachers use the HPR\*TEC Profiler online teacher survey to evaluate, collaborate, and determine the needs and strengths of IDL. The Technology Coordinator will provide assistance. (Obj.#3)
- Technology Coordinator will conduct training sessions with high school teachers on IDL instructional techniques. (Obj.#4)
- High school classroom teachers learn how to use the IDL equipment during three training sessions (total of six hours). Sessions are lead by two high school teachers identified by the HPR\*TEC Profiler as master users of video-conferencing equipment. (Obj.#3)
- High school students use the HPT\*TEC Profiler online survey to evaluate, collaborate, and build the classroom work teams. The classroom teachers will provide assistance. (Obj.#2)

#### **January 20XX - May 20XX**

- High school students participate in new IDL classes. (Obj.#1)
- High school science teachers participate in a two-hour in-service creating MAP performance tasks using the IDL system. (Obj.#4.)

### **Management Plan**

#### **Required Information**

The Management Plan provides guidance for implementers to assess needs, the timeline, and overall project progress.

### **Evaluation Criteria**

11. The first- and second-year Management Plan establishes benchmarks for project implementation and evaluation. (5 points)
12. The first- and second-year methods of data collection, analysis, and dissemination are appropriate for the project. (5 points)

13. The Management Plan describes the continuation of activities and financial support beyond the grant. (5 points)

### Writing Tips

The Narrative should:

- contain a schedule training and guide curriculum integration;
- show collaboration to develop training sessions;
- show methods and timeline for data collection;
- show timeline for collaboration amongst consortium members to develop corresponding course offerings, class schedules, information sharing, etc.; evaluation of data and assessments;
- outline plans to disseminate project information;
- identify individuals responsible for the installation of hardware, software, and technical support, and
- outline the project's future.

### Management Plan Example

Beginning Date	Topic	People Responsible	Completion Date
7/15/XX	<b>Consortium meeting</b>	Supt, Tech Coor	
	meet to finalize bell schedule, course offerings, information sharing, schedule training, etc.		7/30/XX
8/1/XX	<b>Bids</b>	Supt, Tech Coor	
	equipment		9/1/XX
	wiring		9/1/XX
	training		9/1/XX
	building remodeling		9/1/XX
9/1/XX	<b>Installation</b>	Tech Coor	
	building remodeling	Supt, Maint Sup	
	equipment		
	wiring		
10/01/XX	<b>Training Organization and Assessment</b>	Tech Coor, LMS	
	<b>HPR*TEC Profiles online survey</b>	Teachers	
	Survey results evaluated, leaders identified, training session needs identified, teachers identified.	Tech Coor	10/15/XX
	<b>HPR*TEC Profiler online survey</b>	Students	
	Survey results evaluated, students grouped into work groups	Tech Coor, Teachers	10/15/XX
	<b>Scores evaluated for Objective #3</b>	Tech Coor. Teachers	

## **Budget Explanation**

### **Required Information**

Include a description of all proposed budget expenditures, both State and Match/Inkind for both years.

### **Evaluation Criteria**

14. The first- and second-year expenditures directly relate to the stated instructional needs, objectives, and learner activities. (5 points)
15. The first- and second-year expenditures are reasonable, cost-effective, and sufficiently detailed. Information is provided distinguishing between state and Match/Inkind expenditures. (5 points)

### **Writing Tips**

All totals must correspond to those on the Budget Grid.

The Narrative should include:

- model specifications (items compatible with H.323);
- salaries/stipends at district-established out-of-contract hourly rates of pay;
- number of units/unit cost;
- in-service training topics; and
- names of conferences, consultants, or firms.

### **Allowable Costs by Expense Code**

The lists below are not all-inclusive but examples of allowable costs. The district match may be used to purchase any allowable item.

**Salaries (6100)** (*Salaries related to IDL technology training may be included in the 20% requirement for professional development*). Salaries must be used to pay any individual on the payroll in the district.

The following are examples of allowable Salaries expenditures:

- existing staff may receive salaries/stipends for out-of-contract time (e.g., training, curriculum writing, etc.) at district-established rates. Indicate number of hours X number of teachers X dollars per hour, and
- substitute teachers may be hired, at district-established rates, to replace teachers receiving IDL training.

**Benefits (6200)** (*Benefits related to IDL training may be included in the 20% requirement for professional development*). Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement.

**Purchased Services (6300)** (*Expenditures related to IDL training, such as consultants' fees and expenses, travel expenses, and conferences may be included in the 20% requirement for professional development*). Purchased Services result when work for a district or building is done by an individual not on the district's payroll, or a service is purchased from a source outside the district.

The following are examples of allowable Purchased Services expenditures:

- consultants for installation of hardware, software, and on-site IDL training, including travel and related expenses;
- contracted IDL technology maintenance performed by an individual not employed by the district;
- IDL workshops, conferences, or in-services including travel, registration, and related expenses;
- MCU fees for IDL connections, and

- equipment rental or leases.

**Materials and Supplies (6400)** *(Materials and Supplies used exclusively and specifically in teacher IDL training may be included in the 20% requirement for professional development).*

Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit are considered Materials and Supplies.

The following are examples of allowable Materials and Supplies expenditures:

- networking and wiring supplies;
- microphones;
- carts and tables;
- printers and printing supplies;
- cameras;
- televisions, and
- video tapes, CD-ROM, DVDs, and software (regardless of cost).

**Capital Outlay (6500):** Items that are electrical/mechanical in nature, have a useful life of at least one year or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost.

The following are examples of allowable Capital Outlay expenditures:

- networking hardware;
- video display equipment;
- video conferencing equipment;
- video editing equipment;
- cameras;
- codecs, and
- scanners.

### Unallowable Costs

Grant or matching funds may not:

- construct, remodel, or prepare the site;
- pay administrative or indirect costs;
- pay fees for college credit, or
- supplant existing positions or programs.

### Budget Explanation Example

Use the following format to describe the budget expenditures for the funding year. Round all numbers to the nearest dollar. Show the appropriate percentage of match. At least 20% of the state requested funds must be used for Professional Development activities. Itemize expenditures for Salaries (6100), Benefits (6200), Purchased Services (6300), Materials and Supplies (6400), and Capital Outlay (6500) for State and District funds.

**Note:** Budget example is for four districts in one consortium. Each district may request up to \$30,000 for a total of \$120,000 in this project.

	State	District Match	Total
<b>6100 SALARIES</b> <i>Salaries for staff training, included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
In-service training for the H.S. teachers (IDL equipment) (16 teachers X 6 hrs X \$15/hr)		* \$1,440	\$1,440
Instructors for the above training session (2 teachers) (2 instructors X 6 hrs. X \$20/hr) (IDL equipment)	* \$183	* 57	240
In-service training for H.S. teachers - technology integration 3 full days (16 teachers X 18 hours X \$15/hour)	* 4,320		4,320
In-service training for IDL teaching methods 3 full days (16 teachers X 18 hours X \$15/hours)	* 4,300		4,300
<b>Salaries Total</b>	<b>\$8,803</b>	<b>\$1,497</b>	<b>\$10,300</b>

<b>6200 BENEFITS</b> <i>Benefits for staff training, included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
FICA & PSRS (\$10,320 X 12%)		* \$1,238	\$1,238
<b>Benefits Total</b>		<b>\$1,238</b>	<b>\$1,238</b>
<b>6300 PURCHASED SERVICES</b> <i>Purchased Services related to staff training, included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
ABC Company Wiring service (3 days @ \$800/day)	\$2,400		\$2,400
Training Consultant from JKL Consultants - Integration of Technology into the HS IDL (3 days in-service X \$1,000)		* \$3,000	3,000
Training Consultant from XYZ Consultants - IDL Teaching Methods (3 days in-service X \$1,000)	* 3,000		3,000
Registration fees for Technology Conference for project coordinator and 3 teachers/district (\$200 X 16)		* 3,200	3,200
Travel and lodging for ABC conference (4 rooms X \$137 X 2 nights + meals + mileage)	* 33	* 2,167	2,000
<b>Purchased Services Total</b>	<b>\$5,597</b>	<b>\$8,367</b>	<b>\$13,800</b>
<b>6400 MATERIALS &amp; SUPPLIES</b> <i>Materials and supplies related to staff training, included in the 20% requirement for professional development are marked with an asterisk. (Obligated by March 31)</i>			
Televisions (3 X 4 sites X \$500)	\$6,000		\$6,000
Cabling (4 sites X \$1000)	4,000		4,000
Microphones (4 sites X \$800/site)	3,200		3,200
Modules for IDL training	* 4,000	* \$882	4,882
<b>Materials And Supplies Total</b>	<b>\$17,200</b>	<b>\$882</b>	<b>\$18,082</b>
<b>6500 CAPITAL OUTLAY (Obligated by March 31)</b>			
10 Dell Windows NT computers (10 X \$1200)	\$12,000		\$12,000
4 digital camcorders (4 X \$3,200)	12,800		12,800
4 printers (4 X \$1,200)	4,800		4,800
4 scanners (4 X \$300)	1,200		1,200
4 Smart Boards (4 X \$3,225)	12,900		12,900
24 Port Ethernet Hub 1 X \$500)	500		500
4 codecs (4 X \$10,000)	40,000		40,000
4 document projectors (4 X \$1,050)	4,200		4,200
<b>Capital Outlay Total</b>	<b>\$88,400</b>		<b>\$88,400</b>
<b>Project Total For Year 1</b>			<b>\$131,820</b>
<b>Total District Match</b>		<b>\$11,984</b>	
<b>Total State Request</b>	<b>\$120,020</b>		
<b>Professional Development Total</b>		<b>*\$23,967</b>	

To calculate the Project Total, State Request and Match/Inkind, use the following formula.

Determine the **PROJECT TOTAL** for year one by adding all expenditures for the project.

Salaries	\$10,300
Benefits	1,238
Purchased Services	13,800
Materials and Supplies	18,082
Capital Outlay	<u>+88,400</u>

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<b>PROJECT TOTAL for year one</b>	<b>\$131,820</b>
<b>Divide the PROJECT TOTAL by</b>	
1.1 (district match = 10%)	$\$131,820 \div 1.1 =$
1.2 (district match = 20%)	
1.3 (district match = 30%) to determine the	
<b>STATE REQUEST</b>	<b>\$119,836</b>
<b>Subtract the STATE REQUEST from PROJECT TOTAL to</b>	<b>\$131,800</b>
determine the	<b>- \$119,836</b>
<b>DISTRICT MATCH</b>	<b>\$11,984</b>

## AMENDMENTS

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary due to price changes, product changes, or an unexpected opportunity. Amendments to the approved budget may be made in two ways:

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

## Amendment Procedures

There are two sections that **must** be completed.

1. **Budget Grid**
  - enter data in the white cells (columns labeled 6100-6500 and Match/Inkind)
  - all figures should be rounded to the nearest dollar
  - professional development expenditures must be documented in the row labeled Professional Development
2. **School Comments**
  - describe the reason(s) for the amendment

Submit to the Department via mail or fax.

## FINAL EXPENDITURE REPORT (FER)

The FER must be submitted before final payment is made to the district. **The FER must be received in the Department no later than May 15.**

## FER Procedures

There are four sections that **must** be completed.

1. **District information**
2. **Questions 1- 4** (program evaluation narrative).
3. **Budget Grid**
  - enter data in the white cells (columns labeled 6100-6500 and Match/Inkind)
  - enter the actual dollar amount spent on professional development activities
4. **Funds expended and funds received**

Submit to the Department via mail or fax.

## **Application Directions – IDL Implementation Grant – Year 2**

The fiscal agent must submit a continuation application in order to participate in the second year of funding. The grant application must include the provided cover page and budget grid, and a narrative created on a word processor. The same match rate used for Year One is necessary for Year Two. The original application, formatted as outlined, must be postmarked no later than March 31. Applications not meeting the requirements will not be funded.

Year two applicants may apply for up to \$12,000. Although not a competitive process, the year two narrative must include specific information. There are 5 sections that **must** be completed.

## **APPLICATION**

### **Application Guidelines**

There are three sections that **must** be completed.

#### **1. Application** (complete form)

- project information
  - complete district and project information
  - Show-Me Standards Knowledge Areas and Performance Areas addressed
  - State Education Technology Goals addressed
- read, sign and date the assurances ( by the authorized representative)

#### **2. Narrative** (develop on a word processor)

- Summary of Year One
- Overview of Year Two
- Budget Explanation.

#### **3. Budget Grid** (complete form)

- project information
- complete the budget grid (professional development must be documented in the row labeled Professional Development)

## **NARRATIVE**

### **Summary of Year One**

- include progress toward goal and objectives
- describe the most successful activities, including;
  - Training, and
  - learner activities.

### **Overview of year two;**

- continuation of the project, including:
  - training;
  - learner activities;
  - objectives; and
  - management.

### **Budget Explanation for year two**

### **Budget Grid** (complete form provided)

## **AMENDMENTS**

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary due to price changes, product changes, or unexpected opportunity. Amendments to the approved budget may be made in two ways.

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

### **Amendment Procedures**

There are two sections that **must** be completed.

#### **1. Budget Grid**

- enter data in the white cells (columns labeled 6100-6500 and Match/Inkind)
- all figures should be rounded to the nearest dollar
- professional development expenditures must be documented in the row labeled Professional Development

#### **2. School Comments**

- describe the reason(s) for the amendment

Submit to the Department via mail or fax.

### **FINAL EXPENDITURE REPORT (FER)**

The FER must be submitted before final payment is made to the district. **The FER must be received in the department no later than May 15.**

### **FER Procedures**

There are four sections that **must** be completed.

#### **1. District information**

#### **2. Questions 1- 4** (program evaluation narrative).

#### **3. Budget Grid**

- enter data in the white cells (columns labeled 6100-6500 and Match/Inkind); and
- enter the actual dollar amount spent on professional development activities.

#### **4. Funds expended and funds received**

Submit to the Department via mail or fax.

## **INTERACTIVE DISTANCE LEARNING EVALUATION CRITERIA**

### **100 points possible**

Evaluation Criteria is written for the two-year Implementation Grants and one year Upgrade Grants. Upgrade Grants may disregard references to the second year.

#### **Introduction**

1. The Introduction is an easily understood, clear description of the project.(5 points)
2. The Introduction describes the target population, the consortium members, instructional needs, expected outcomes and what is planned by whom and how for both years of the project. (5 points)

#### **Statement of Need/Opportunity**

3. The project's instructional need/opportunity is fully described and documented with local data. (5 points)
4. The project addresses the district's comprehensive school improvement (CSIP) and technology plans. (5 points)
5. The project details the training process and key people involved in supporting technology use and integration for both years of the project. (5 points)

#### **Goal and Objectives**

6. The goal is directly related to the stated need and includes the overall expected results of the project. (5 points)
7. The first- and second-year objectives are clear, concise, measurable, and indicate the instruments used to measure the project outcomes. (5 points)

#### **Description and Schedule of Learner Activities**

8. The first- and second-year learner activities detail the learners, topics, timeframe, and person(s) responsible. (5 points)
9. The first- and second-year learner activities are timely, realistic, and linked to the project objectives. (5 points)
10. The first- and second-year professional development activities are relevant to the success of the project (an amount equal to 20% of the state funds is used on IDL professional development). (5 points)

#### **Management Plan**

11. The first- and second-year Management Plan establishes benchmarks for project implementation and evaluation. (5 points)
12. The first- and second-year methods of data collection, analysis, and dissemination are appropriate for the project. (5 points)
13. The Management Plan describes the continuation of activities and financial support beyond the grant. (5 points)

#### **Budget Explanation**

14. The first- and second-year expenditures directly relate to the stated instructional needs, objectives, and learner activities. (5 points)
15. The first- and second-year expenditures are reasonable, cost-effective, and sufficiently detailed. Information is provided distinguishing between state and Match/Inkind expenditures. (5 points)

#### **Overall Grant**

16. The project will likely result in meaningful and lasting instructional improvement. (5 points)
17. The project's instructional focus expands or enhances current uses of technology at the grade levels designated by the grant program. (5 points)

#### **Additional Points**

18. The project results in a viable distance-learning network that is compatible with the statewide backbone. (5 points)
19. The project indicates the management and technical experience of the project team. (5 points)
20. The project extends beyond the K-12 environment to include higher education. (5 points)

## **TITLE IID eMINTS PROGRAM**

### **PROGRAM FUNDING**

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for the Title IID eMINTS program is based on federal appropriations estimates. Annually, the Department advises districts of the amount appropriated for the Title IID eMINTS Program and purposes for which grants may be awarded.

### **DISTRIBUTION OF STATE FUNDS**

Competition is statewide. Funds will be distributed throughout the state dependent upon the availability of training slots in the eMINTS program. The availability of training slots fluctuates as training classes graduate from the two-year program. Districts are urged to check with IT staff concerning availability each year. Title IID competitive grant funds will be distributed to both new and established eMINTS districts. Approximately 80 percent of the funds will be used to support districts new to the eMINTS program and 20 percent to award grants to established eMINTS districts. An established district is defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS Program. [Note one exception: original MINTS districts and districts that received expansion grants in FY02 will not be eligible for FY05 expansion grants.]

- New Districts – The program awards two-year grants, with maximum request amounts of up to \$100,000 the first year and \$50,000 the second year, sufficient to fulfill program commitments and costs. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.
- Established Districts – The program awards two-year grants, with maximum request amounts of up to \$50,000 for year one and \$10,000 for year two, sufficient enough to expand the existing program into at least one additional classroom and/or participate in the professional development program for education technology specialists. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.

### **DISTRICT MATCH**

The required district match is 10% of the state request, not a percentage of the grant total. (Only applies when TAG program is fully funded)

### **ELIGIBLE APPLICANTS**

Only eligible districts may apply for a competitive Title IID grant. An eligible district can submit only one application. Listings of eligible districts are posted on the Instructional Technology website at <http://www.dese.mo.gov/divimprove/instrtech/federalfunded/TitleIID/index.htm> . A Missouri public school district that meets the following criteria is eligible to submit an application. An eligible district:

- ranks in the top half of the rankings for high numbers and percentages of children from families with incomes below the poverty level.

### **APPLICATION**

#### **Application Requirements**

Title IID competitive funds are used to expand the eMINTS program into additional districts. Applications must:

- show a financial and personnel commitment to the intensive eMINTS training program;
- show a commitment to make the appropriate resources available for the teachers and students and to follow the established rules and timelines of the program; (Activities outside the eMINTS scope, i.e., additional software or shared computers may not be added to the application), and

- utilize 25% of requested funds to address staff training in technology.

The grant application must include the provided cover page and budget grid, and a narrative created on a word processor. An original and two copies must be **postmarked no later than March 31**.

### **Application Directions**

There are three sections that **must** be completed.

**1. Application** (complete form).

- project information
  - district information
  - school building Information
  - contact information
- read, sign, and date (by the authorized representative, building principal, technical contact person, and grant-funded teachers. Please note the Assurances reference specific activities and dates that are not negotiable. Districts are advised to read this section carefully and completely)

**2. Narrative** (develop on a word processor)

- Building Participation in School-Wide Renewal Programs
- eMINTS role in District and Building Technology and CSIP Plans
- Plans for eMINTS Support and Expansion
- Educational Need for eMINTS Program
- Commitment of Project Implementers
- Proposed eMINTS Budget Explanation

**3. Budget Grid** (complete form)

- project information
- budget grid (professional development must be documented in the row labeled Professional Development)

### **The Narrative**

The Narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single spaced;
- **not** exceed 10 pages, including the cover page and budget grid;
- use Arial 11;
- have left/right margins no less than one inch;
- have top/bottom margins no less than ½ inch;
- begin each section with the provided narrative header;
- include a page footer with the name of the district, the grant program, and the page number; (e.g., Maplebrook R-IV, eMINTS, page 8)
- be printed on 8 ½ x 11 white paper, and
- be stapled in the upper left corner, **no** covers or bindings.

### **Writing the Narrative**

#### **Building Participation In School-Wide Renewal Programs**

##### **Required Information**

List and describe renewal programs the school building has been involved with and to what degree. Indicate length of time the building has been implementing each program, major activities, noted outcomes, and likely fit with eMINTS Program.

### **Evaluation Criteria**

1. The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

**Writing Tips**

- Are the goals and activities of those programs compatible with the eMINTS program goals?
- Describe other programs or initiatives the district is involved in.
- Indicate how long the school has been participating in the renewal program(s).
- Does the amount of renewal program activity appear reasonable and appropriate?

**eMINTS Role in District/Building Technology and CSIP Plans****Required information**

Describe the role eMINTS will be able to play in addressing and fulfilling current technology and school improvement plans. Describe previous efforts and/or goals to increase classroom infrastructure, in terms of computers and Internet connectivity. Describe current and/or planned professional development activities that help teachers integrate multi-media technology into inquiry-based, student centered, interdisciplinary, and collaborative teaching practices.

**Evaluation Criteria**

2. The application describes how participation in the eMINTS program addresses the district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description discusses how the project expands or enhances technology infrastructure and instructional uses at the grade levels designated by the program. (5 points)

**Writing Tips**

The Narrative should:

- indicate coherence, consistency, and agreement between the eMINTS program and the stated goals of the district and building technology plan and comprehensive school improvement plans;
- demonstrate how the technology plans include specific provisions for professional development of teachers that parallels eMINTS training goals and practices;
- identify the comprehensive school improvement plan references to instructional models that are compatible with the eMINTS model;
- identify provisions made to address differences between the technology plan, comprehensive school improvement plan and the eMINTS program goals, and
- outline other programs or initiatives in the building/district and their goals and activities and compatibility with the eMINTS program goals.

**eMINTS Program Support and Expansion Plans****Required information.**

Describe and detail financial resources, technology resources, and professional development support the district will use to promote the eMINTS participation during and after the grant period. Describe district plans for and capacity to expand in further years.

**Evaluation Criteria**

4. The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period. (5 points)

**Writing Tips**

The Narrative should:

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- show district and building vision for how the eMINTS program will be expanded in the coming years;
- identify plans for adding eMINTS classrooms at other grade levels or in other school buildings;
- discuss ways district leaders are thinking ahead and planning for ways to move the eMINTS instructional model into other grade levels or to other school buildings;
- identify specific ways that technology and inquiry-based teaching will be promoted in the school building and/or district, and
- identify specific financial resources that will be used to maintain/expand the program after the grant period.

## **Educational Need for eMINTS Program**

### **Required information**

Describe why the project is needed, and how it addresses a documented instructional need.

### **Evaluation Criteria**

5. District and building educational need is fully described and documented with student data. (5 points)
6. District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
7. The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

### **Writing Tips**

The Narrative should:

- show clear understanding of the needs of students and teachers in the proposed eMINTS building or district.
- collect and analyze test data or other quantitative data documenting the academic needs of students. What does the data show?
- discuss the results of a teacher needs assessment data regarding technology, teaching styles, interests, etc. What is the source of the documentation? What does the data show?, and
- include qualitative data to support other needs of students in the proposed eMINTS building or district (e.g. attendance, discipline, diverse learning styles).

## **Commitment of Project Implementers**

### **Required information**

Provide letters of support from the superintendent, eMINTS project contact, district technology coordinator, building principal, building technology contact, (if applicable), and prospective eMINTS teachers.

### **Evaluation Criteria**

8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program. (5 points)
9. Letters of support from prospective/designated teachers demonstrate understanding and willingness to make necessary changes in teaching styles to implement the program's instructional model. (5 points)

### **Writing Tips**

Letters from all participants should indicate:

- a desire to make a lasting change in the building/district, and

- an in-depth understanding of the eMINTS instructional model and a commitment to the extensive professional development portion of the program;

Letters from administrators and instructional leaders should indicate:

- a need for instructional change and express a desire to provide the leadership necessary for that change.

Letters from instructional teachers and technology staff should indicate:

- the flexibility and openness needed to support program implementation.

## **Budget Explanation**

### **Required information**

Itemize and describe all necessary budget expenditures. Address the professional development requirement.

### **Evaluation Criteria**

10. The first-year expenditures are sufficiently detailed and relate directly to the program, are reasonable, and meet the 25% professional development requirement and provide appropriate match expenditures. (5 points)

### **Writing Tips**

All totals must correspond to those on the budget grid. The Narrative should include:

- model specifications;
- names of conferences, consultants, or firms;
- salary/stipends at district-established out-of-contract hourly rates of pay;
- benefits for salary/stipends;
- number of units/unit cost, and
- in-service/training topic.

### **Allowable Costs by Expense Code**

Visit the eMINTS web site at <http://emints.more.net/resources/index.shtml> for details regarding the necessary resources for eMINTS program implementation.

**Salaries (6100)** (*Salaries related to staff receiving technology training may be included in the 20% requirement for professional development*). Salaries must be used to pay any individual on the payroll in the district.

The following are examples of allowable Salaries expenditures:

- substitute teachers may be hired, at district established rates, to replace designated teachers and librarian(s) attending full day eMINTS training;
- out-of-contract time at district-established rates for designated teachers to attend evening training;
- stipends for time beyond normal contracted time to participate in professional development, and
- stipend for time beyond normal contracted time for others (describe and justify) to participate in selected eMINTS training sessions.

**Benefits (6200)** (*Benefits for staff receiving training may be included in the 20% requirement for professional development*). Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Includes FICA, PSRS, or other retirement.

**Purchased Services (6300)** (*Expenditures for technology training, travel expenses, and conferences may be included in the 25% requirement for professional development*).

Purchased Services result when work for a district or building is done by an individual not on the district's payroll, or a service is purchased from a source outside the district.

The following are examples of allowable Purchased Services expenditures:

- training purchased from MOREnet:

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- \$2,500 per teacher set-up, and
- \$5,000 per teacher professional development;
- travel, meals, and lodging expenses for district personnel associated with eMINTS to attend professional development meetings;
- installation of hardware/software performed by an individual not employed by the school district;
- T-1 connection to the eMINTS building - a reliable 1-2 mbps connection;
- upgrade of electrical service in the two classrooms to support the computers, Smart board, and projector;
- at least 20 hours of dial-up connectivity per month for each teacher;
- networking (bandwidth, switches, and cabling for teacher workstation, networked printer and student computers);
- installation of air conditioning in the two classrooms, and
- telephone with full outside access in the two classrooms.

**Materials and Supplies (6400)** *(Materials and supplies used exclusively and specifically in teacher training may be included in the 25% requirement for professional development)*. Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit and all software, regardless of price, are considered Materials and Supplies.

The following are examples of allowable Materials and Supplies expenditures:

- approved computer and networking software (regardless of unit cost);
- storage drives;
- networking and wiring supplies;
- printers and printing supplies;
- computer furniture (may include appropriate chairs, carts, and tables for teacher and student use,);
- any filtering software needed to meet e-rate requirements;
- Microsoft Office Suite Pro (one per teacher workstation and laptop);
- Microsoft Office Suite Standard (one per student computer);
- Microsoft Office Publisher (one per teacher workstation and laptop);
- Inspiration software (one per teacher workstation, teacher laptop, and student computer);
- scanner, and
- digital camera, one per teacher.

**Capital Outlay (6500)** Items that are electrical/mechanical in nature, have a useful life of at least one year or cost \$1000 or more per unit are considered capital outlay. The deciding factor is the unit cost. The following are examples of allowable Capital Outlay expenditures:

- teacher computer workstation;
- student computers (thin client or wireless units are acceptable);
- laptops (for teachers);
- networking hardware;
- electronic storage devices;
- interactive whiteboard (permanent installation in classroom), and
- projector (permanent installation in classroom).

### **Unallowable costs**

Grant or matching funds may not:

- construct, remodel, or prepare the site except for air conditioning and/or to prepare wiring or electrical service to support
- pay administrative or indirect costs;
- pay fees for college credit, or
- supplant existing positions or programs.

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eMINTS requirements;

### District Match Requirement:

All grants require a ten percent local match. To determine the district's required match amount make the following calculations.

- Determine the PROJECT TOTAL by adding all expenditures for the project.  
(Salaries + Benefits + Purchased Services + Materials and Supplies + Capital Outlay)
- Divide the PROJECT TOTAL by 1.1 to determine the Total State Request.
- Subtract STATE REQUEST from PROJECT TOTAL to determine the DISTRICT MATCH.

### Budget Explanation Example

Use the following format to describe the budget expenditures for the first funding year. Be sure to use the student numbers and technology needs specific to your situation. Itemize and describe expenditures for Salaries (6100), Benefits (6200), Purchased Services (6300), Materials and Supplies (6400), Capital Outlay (6500) for state and District/Match funds. Amounts must correspond to those on the Budget Grid form. Round all numbers to the nearest dollar. At least 25% of the state total must be spent on high-quality technology professional development.

The following example is prepared for two classrooms, one with 24 students and one with 20 students. Each classroom must have a teacher workstation, and one computer for every two students. This leads to the purchase of 22 student computers and desks. Note that 44 chairs are necessary to accommodate all students.

	State	District Match *	Total
<b>6100 Salaries</b> <i>Salaries for staff training included in the 25% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
2 teachers x 100 hours @ \$20/hr	*\$4,000		\$4,000
2 teachers x 4 substitute days @ \$75	*600		600
1 librarian x 8 hours x \$20/hour	*160		160
<b>Salaries Total</b>	<b>\$4,760</b>		<b>\$4,760</b>
<b>6200 Benefits</b> <i>Benefits for staff training included in the 20% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
2 benefits for teachers training (\$460 x 12%)	*\$552		\$552
1 benefit for librarian training (\$160 x 12%)	*19		19
<b>Benefits Total</b>	<b>\$571</b>		<b>\$571</b>
<b>6300 Purchased Services</b> <i>Purchased Services related to staff training included in the 25% requirement for professional development are marked with an asterisk. (Obligated by May 1)</i>			
2 Setup @ \$2,500 each	*\$5,000		\$5,000
2 Teacher professional development @ \$5,000	* 10,000		10,000
2 Travel expenses @ \$716	*1,432		1,432
2 teachers dial up service for 12 months @ \$20 per month	480		480
<b>Purchased Services Total</b>	<b>\$16,912</b>		<b>\$16,912</b>

Last Update: 2003-2004

<b>6400 Materials and Supplies</b> <i>Materials and supplies needed for staff training included in the 25% requirement for professional development are marked with an asterisk. (Obligated by March 31)</i>			
2 Switches @ \$661	\$1,322		\$1,322
2 Cat 5 cables @ \$650	1,300		1,300
22 Student desks @ \$600	5,680	7,520	13,200
<b>Materials and Supplies Total</b>	<b>\$8,302</b>	<b>\$7,520</b>	<b>\$15,822</b>
<b>6500 Capital Outlay (Obligated by March 31)</b>			
2 Teacher laptops \$1,800	\$3,600		\$3,600
2 Teacher workstations @ \$1,600	3,200		3,200
2 Digital cameras @ \$500	1,000		1,000
22 Student computers @ 900	19,800		19,800
2 Smart Boards and projectors @ 7400	14,800		14,800
1 Router and CSU	2,252		2,252
<b>Capital Outlay Total</b>	<b>44,652</b>		<b>44,652</b>
<b>Project Total</b>			<b>\$82,717</b>
<b>District Match Total</b>		<b>\$7,520</b>	
<b>State Request Total</b>	<b>\$75,197</b>		
<b>Professional Development Total</b>		<b>\$18,799</b>	

\* No Match Required FY04

### Title IID eMINTS Budget Explanation

Expenditures included on this form are items all eMINTS districts must have available. In some districts, these items may already be available so inclusion in the budget for the grant application is not necessary. However, all items are included as a reminder for all applicants.

	State
<b>6100 Salaries</b>	
*Teacher stipends ( ___ teachers x 100 hrs. @ \$ ___ /hr.)	
*Teacher subs ( ___ teachers x ___ days @ \$ ___ /day)	
*Other stipends ( [who] x ___ [hours/days] @ \$ ___ )	
<b>Salaries Total</b>	
<b>6200 Benefits</b>	
*Benefits for teachers in training (Dollar amount of training x benefit rate, generally around 12%)	
<b>Benefits Total</b>	
<b>6300 Purchased Services</b>	
*Setup ( ___ teachers @ \$2,500)	
*Professional development ( ___ teachers @ \$5,000)	
*Travel expenses ( ___ teachers @ \$ ___ )	
Dial-up service ( ___ teachers x 12 mos. @ ___ per mo.)	
Other (describe)	
<b>Purchased Services Total</b>	
<b>6400 Materials and Supplies</b>	
Switches ( ___ @ \$ ___ )	
Cat 5 cables ( ___ @ \$ ___ )	

Student desks (   @ \$   )	
Student chairs (   @ \$   )	
Teacher furniture (   @ \$   )	
MS Office Suite Pro (   @ \$   )	
Inspiration software (   @ \$   )	
MS Office Suite Standard (   @ \$   )	
MS Publisher (   @ \$   )	
Filtering software (   @ \$   )	
Other (describe)	
<b>Materials and Supplies Total</b>	
<b>6500 Capital Outlay</b>	
Teacher laptops (   @ \$   )	
Teacher computer workstations (   @ \$   )	
Scanners (   @ \$   )	
Printers (   @ \$   )	
Digital cameras (   @ \$   )	
Student computers (   @ \$   )	
Interactive whiteboards and projectors (   @ \$   )	
Routers and CSUs (   @ \$   )	
Room renovations (itemize)	
Other (describe)	
<b>Capital Outlay Total</b>	
Project Total	
District Match Total	
State Request Total	
<b>Professional Development</b>	

## AMENDMENTS

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary because of price changes, product changes or unexpected opportunity. Amendments to the approved budget may be made in two ways.

- **Self-amendment:** An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10% in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

## Amendment Procedures

There are two sections that **must** be completed.

### 1. Budget Grid

- enter data in the white cells (columns labeled 6100-6500 and District Match)
- all figures should be rounded to the nearest dollar

- professional development expenditures must be documented in the row labeled Professional Development

## **2. School Comments**

- describe the reason(s) for the amendment in the School Comments section

Submit to the Department via mail or fax for approval.

## **FINAL EXPENDITURE REPORT (FER)**

The FER must be submitted before final payment is made to the district. The FER must be received in the department no later than May 15.

### **FER Procedures**

The FER must be submitted before final payment is made to the district. The FER must be received in the department no later than May 15. Submit to the Department via mail or fax.

There are four sections that must be completed. (Complete form)

#### **1. District information**

- **Questions 1- 4** (program evaluation narrative)

#### **2. Budget Grid**

- Enter data in the white cells (columns labeled 6100-6500)
- Enter the actual dollar amount spent on professional development activities

#### **3. Funds expended and funds received**

Submit to the Department via mail or fax.

**TITLE IID EMINTS EVALUATION CRITERIA**  
100 points possible

**APPLICATION SCORING** – 50 points possible, scores assigned by readers

**Building Participation in School-Wide Renewal Programs**

1. The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

**eMINTS role in District/Building Technology and CSIP Plans**

2. The application describes how participation in the eMINTS program addresses district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description discusses how the project expands or enhances current technology infrastructure and instructional uses at the grade levels designated by the program. (5 points)

**Plans for eMINTS Support and Expansion**

4. The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period. (5 points)

**Educational Need for eMINTS**

5. District and building educational need is fully described and documented with supporting student data. (5 points)
6. District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
7. The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

**Commitment of Project Implementers**

8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program. (5 points)
9. Letters of support from the prospective/designated teachers demonstrate understanding of and willingness to make necessary changes in teaching styles to implement the program's instructional model. (5 points)

**Budget Explanation**

10. First-year expenditures are sufficiently detailed and relate directly to the program, are reasonable, meet the 25% professional development requirement.

**HIGH-NEED SCORES** – 50 points possible, assigned by Department staff

**Economic Need**

11. The district serves a high number or percentage of children living in poverty. (30 points)

**Title 1, MSIP, or Technology Need**

12. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology. (20 points)

**ECONOMIC NEED**

Last Update: 2003-2004

The district serves a high number or percentage of children living in poverty. (30 points)

**NEED DATA SCORING - HIGH ECONOMIC NEED** - points assigned by Department (Data used: US Census – Children Living in Poverty)

- Districts are rank ordered by numbers AND percentages of children living in poverty.
- Each ranking is divided in half. Only districts in one or both of the top halves are eligible to apply.
- Each ranking is divided into 30 equal-size groups, with the highest group receiving 30 points, next group 29 points, and so on.
- If a district is listed in one ranking, that score is assigned; if listed in both rankings, the higher score is assigned.

### Score Point Ranking - Number of Children Living in Poverty

Economic Need Bonus Point Tables (U.S. Census Data)

Number of Children Living in Poverty

Score Point	# Children Living in Poverty
30 points	> 16,600 students
29	11,000 - 16,599
28	7,500 - 10,999
27	6,000 - 7,499
26	4,400 - 5,999
25	4,000 - 4,399
24	3,500 - 3,999
23	3,000 - 3,499
22	2,800 - 2,999
21	2,500 - 2,799
20	2,200 - 2,499
19	2,000 - 2,199
18	1,900 - 1,999
17	1,800 - 1,899
16	1,600 - 1,799
15	1,500 - 1,699
14	1,300 - 1,499
13	1,200 - 1,299
12	1,175 - 1,199
11	1,100 - 1,174
10	1,075 - 1,099
9	1,000 - 1,074
8	975 - 999
7	900 - 975
6	875 - 899
5	840 - 874
4	810 - 839
3	780 - 809
2	750 - 779
1	< 750 students

Percent of Children Living In Poverty

Score Point	% Children Living in Poverty
30 points	>45.00 %
29	39.00 - 44.99
28	37.50 - 38.99
27	35.00 - 37.49
26	34.00 - 34.99
25	32.00 - 33.99
24	31.00 - 31.99
23	29.90 - 30.99
22	29.20 - 29.89
21	28.30 - 29.19
20	27.50 - 28.29
19	26.90 - 27.49
18	26.20 - 26.89
17	25.90 - 26.19
16	25.40 - 25.89
15	24.90 - 25.39
14	24.10 - 24.89
13	23.70 - 24.09
12	23.30 - 23.69
11	22.70 - 23.29
10	22.10 - 22.69
9	21.30 - 22.09
8	20.90 - 21.29
7	20.60 - 20.89
6	20.30 - 20.59
5	19.80 - 20.29
4	19.50 - 19.79
3	19.30 - 19.49
2	19.15 - 19.24
1	< 19.14 %

**TITLE I, MSIP, OR TECHNOLOGY NEED**

The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology. (20 points)

**NEED DATA SCORING - HIGH TECHNOLOGY NEED** 10 points possible, points assigned by Department (Data used - Missouri Census of Technology)

- Districts are rank ordered by:
  - percent of technology literate 6<sup>th</sup> grade students in the district;
  - ratio of students per Internet-connected computer in the building;
  - percent of instructional rooms in the building with at least one Internet-connected computer;
  - percent of technology literate teachers in the building;
  - percent of teachers in the building who use technology for various instructional purposes (combination of uses, including research, lesson plan development, computer presentations, delivery of instruction, and student assessment).
- Each ranking is divided into ten equal-size groups, with the highest need group receiving 10 points, next group 9 points, and so on. A total of 5-50 points is possible.
- The score is averaged and added to academic need if appropriate. The average is doubled if there are no academic points to be assigned.

Score Point Rankings

Score Point	Percent tech literate 6 <sup>th</sup> grade students	# Students per Internet computer	% Rooms with Internet computer	% Tech literate teachers	% Tech using teachers for instructional purposes
10	<50%	$\geq 15$	$\leq 5\%$	< 4%	$\leq 24\%$
9	50 - 65	8.00 - 14.99	6 - 9	5 - 9	25 - 34
8	66 - 70	7.00 - 7.99	10 - 19	10 - 19	35 - 39
7	71 - 75	6.00 - 6.99	20 - 29	20 - 24	40 - 49
6	76 - 80	5.25 - 5.99	30 - 49	25 - 29	50 - 54
5	81 - 85	4.75 - 5.24	50 - 69	30 - 38	55 - 59
4	86 - 90	4.00 - 4.74	70 - 89	40 - 49	60 - 69
3	91 - 95	3.50 - 3.99	90 - 94	50 - 59	70 - 79
2	96 - 99	3.00 - 3.49	95 - 99	60 - 79	80 - 89
1	100% students	< 3 students	100% rooms	$\geq 80\%$ teachers	$\geq 90\%$ teachers

**NEED DATA SCORING - MSIP NEED** -10 points possible, points assigned by Department (Data used - Title I data regarding need for corrective action and/or "priority" designation by State Board if applicable)

- See note above. 10 points is added to the technology need average.